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ABSTRACT

Impact II was created in 1979 to reward and recognize creative New York City public school teachers and to disseminate successful programs through its teacher-to-teacher network. This catalog is a collection of profiles describing 64 exemplary programs developed by teachers in the New York City (New York) public schools. The profiles are organized by subject area and then divided by grade level. Each description headlines the program name, and then covers some or all of the following topics: (1) how it works; (2) who the staff is (describes the teachers that developed the program); (3) what you need; (4) what materials are available; (5) what else is helpful; (6) why it works; and (7) name of a teacher (with school location) to call or go to for more information about the program. The profiles themselves fall into the following categories: (1) the arts; (2) communication arts; (3) English as a Second Language; (4) health and physical education; (5) home and career education; (6) mathematics; (7) science; (8) social studies; and (9) Reebok grants for programs on social issues. Also included is a list of the IMPACT Review Committee members, a list of participating teachers, an index by borough and community school district and an index by school level and program title. Included are numerous black and white photographs and other illustrations. (JB)

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IMPACT II

CATALOG OF TEACHER-DEVELOPED PROGRAMS

1991-1992

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Joseph A. Fernandez, Chancellor

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IMPACT II PROGRAM

Division of Instruction
and Professional Development

Margot Jones, *Program Director*

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Brooklyn, NY 11201
(718) 935-4310

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The Reebok Foundation provided funds for 20 disseminator and 20 adaptor grants for programs focusing on human rights, civil rights, social issues, cultural diversity, freedom of speech, the Bill of Rights and the U.S. Constitution.

IMPACT II, INC.

Ellen Dempsey, *President*

Ellen Meyers, *Director of Communications*

285 West Broadway
New York, NY 10013
(212) 966-5582

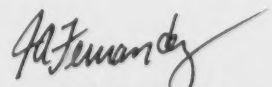
Because it works, IMPACT II has been adopted by 25 sites including Houston, Texas; Chapel Hill, North Carolina; Washington, D.C.; the State of New Jersey; San Francisco, Los Angeles, and Santa Barbara County, California; the State of Illinois; Fairfax County, Virginia; the State of Connecticut; and Boston, Massachusetts. Rockland County and Westchester County have implemented a regional IMPACT II program.

Message from the Chancellor

IMPACT II has been a source of great inspiration for teachers across the country for the past 13 years. By recognizing and encouraging teachers' creative efforts, IMPACT II has promoted professionalism while helping to improve classroom instruction.

Through the extensive IMPACT II national network, teachers not only gain access to a wealth of novel ideas, innovative curricula and mentoring relationships, but their own creativity and innovation is supported and promoted.

I offer my warmest congratulations to all the IMPACT II award recipients. We are extremely grateful for the work they have done in building a richer world for our students and for us all.



Joseph A. Fernandez
Chancellor

ACKNOWLEDGMENTS

The *IMPACT II Catalog of Teacher-Developed Programs, 1991-92* was prepared as a project of the Division of Instruction and Professional Development.

Grateful appreciation is extended to all of the teachers who wrote their own profiles of the programs that appear in this publication.

Margot Jones, Program Director, supervised the publication.

Esther Cohen served as editor.

Kent Beaty, Supervisor of Production Administration of the Instructional Publications Department (Nicholas A. Aiello, Director), designed and prepared this publication for printing. Heidi Lanino assisted with production work. Nereida Diaz did the word processing.

PHOTO/GRAPHIC CREDITS

Photos are by program disseminators unless otherwise indicated here.

v Meryl Meisler
v bottom left: Margot Jones
1 Ray Durand
5 Janet Healy
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13th Annual Awards Ceremony

METROPOLITAN LIFE INSURANCE COMPANY, JUNE 4, 1991

Folk singer Richie Havens and IMPACT II teacher Max Nass with the P.S. 52 Peace Singers.

Chancellor Joseph A. Fernandez congratulates IMPACT II grantees at Metropolitan Life Auditorium.

IMPACT II INSTITUTE IN SNOWBIRD, UTAH

In the summer of 1990, IMPACT II brought together 50 outstanding teachers to attend an institute in Snowbird, Utah. The result was a document, "The Teachers' Vision of the Future of Education: A Challenge to the Nation." It was introduced to the public at a press conference in New York City held by the Metropolitan Life Foundation.

▲ New IMPACT II disseminators join the teacher network.

◀ At the news conference were three New York City IMPACT II teachers who attended the institute (pictured left to right): Patricia Suarez Weiss, Barbara Ann C. Ellis and June Gray Fletcher.

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Introduction

IMPACT II was created in 1979 to reward and recognize creative New York City public school teachers. Through its teacher-to-teacher network, successful programs are disseminated. With the publication of the *IMPACT II Catalog of Teacher-Developed Programs, 1991-92*, teachers throughout the city are invited to "take an idea and go creative."

HOW TO USE THE CATALOG

This catalog is a collection of profiles describing 64 exemplary programs. The profiles are organized by subject area, then divided by grade level. However, adaptation often takes place across grade levels. You are encouraged to contact the teachers who developed the programs directly for more information. Assistance is also available from the IMPACT II office.

IMPACT II SERVICES

Adaptor Grants. If you are interested in adapting one of the programs that appear in this catalog, you are eligible to apply for an adaptor grant of $200. Request an application from the IMPACT II office. The application period closes on May 22, 1992. Some teachers adapt programs without applying for grants.

If you received an IMPACT II grant in 1990-91, you are welcome to informally adapt a program listed in this catalog.

Interschool Visits. If you are interested in getting a firsthand look at a program, or in inviting a disseminator teacher to your school to help you get started on adapting a program, staff can arrange for an interschool visit. This service is available to formal or informal adaptors.

Workshops. Disseminator teachers present workshops throughout the school year. The IMPACT II staff will coordinate workshops upon request.

School-Based Management Team Assistance. The staff will respond to specific request from School-Based Management Teams to recommend IMPACT II teacher/field consultants to give hands-on workshops, program awareness presentations, and one-on-one project implementation sessions.

IMPACT II Star**. The *IMPACT II Star*** is a newsletter that keeps teachers posted about IMPACT II activities. It provides information about programs and news about the teachers involved in the network. Contact the IMPACT II office for a complimentary copy.

PLEASE FEEL FREE TO CONTACT:

IMPACT II, Division of Instruction and Professional Development, New York City Public Schools, 131 Livingston Street, Brooklyn, New York 11201, (718) 935-4310.
Margot Jones
Program Director, IMPACT II

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Cowabunga! It's Art!

Elementary School Arts — Grades K - 2

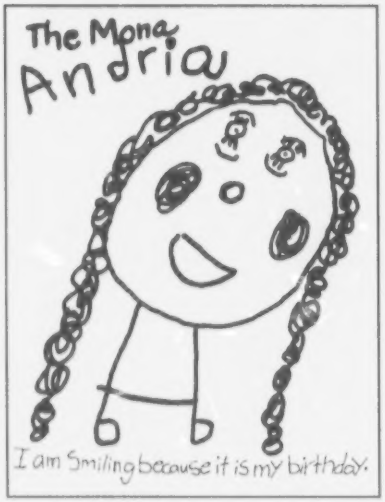
HOW IT WORKS

Cowabunga! It's Art! harnesses the rage for the Teenage Mutant Ninja Turtles, and teaches children about the lives and art works of the turtle namesakes: Donatello, Leonardo, Michelangelo and Raphael. Most children are not aware that the Ninja Turtles are named after famous artists. The purpose of this program is to use the enthusiasm of students for these characters to teach writing, drawing and drama.

First, artists are introduced in a historical and geographical time frame, by comparing the times and places they lived with Christopher Columbus, whom the students have studied, as a reference point. Artists are introduced chronologically by viewing art books and through an art lesson that represents their work. Studying Donatello, the oldest of these Renaissance artists, leads to a lesson on sculpture. The children learn to carve soap with scissors, build *papier-mâché* figurines, shape clay and join odd pieces of wood. Since Donatello often worked in bronze, we visit the statues and carved doors in Rockefeller Center.

A study of Leonardo (DaVinci) inspires stories about the Mona Lisa's smile, consideration of appropriate background scenes, transposing of sketches into more finished products, and an appreciation of Leonardo's inventive mind. Studying Raphael leads to portrait-making, learning anatomy, experimenting with symmetry and creating stories to accompany the portraits. Studying Michelangelo, the children enjoy reenacting scenes from his work. They explore body language and discover the scientific and mathematical basis for perspective and shadow. New vocabulary and ideas are discussed and summarized in a class art book.

Cowabunga! It's Art! can be expanded to include contemporary artists and styles.



WHO THE STAFF IS

Shirley Reich, an elementary school teacher for 22 years, developed this program based on the belief that the most effective lessons are drawn from children's interests.

Ms. Reich has taught remedial math workshops at Kingsborough Community College and edits the Temple Beth El of Flatbush newsletter. She was part of the Whitney Museum teacher training project.

More Information

Shirley Reich
P.S. 193 CSD 22
2515 Avenue L
Brooklyn, N.Y. 11210
(718) 338-9011
Principal: Kathleen Cashin

WHAT YOU NEED

In the classroom, there should be a small area for storage. A variety of art materials such as oil sticks, charcoal, canvas and paints are needed. Small soap bars from hotels are easy for children to handle. Books such as the *Art for Children* by Ernest Raboff, (Harper & Row, New York: 1987), *A History of Art* by Marshall B. Davidson, (Random House, New York: 1984), and *The Rainbow Book of Art* by Thomas Craven, (World Publishing Co., New York: 1956), provide good information and illustrations.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Cowabunga! It's Art!*** that includes:

- Program Outline
- Instructional Strategies
- Activities
- Bibliography
- Resource List

WHAT ELSE IS HELPFUL

Trips to museums and galleries, and public art such as the murals at the Equitable Life Assurance building enhance student awareness of art. Some museums can provide slides and lesson suggestions. Parents talented in arts and crafts are invited to give demonstrations to the class.

WHY IT WORKS

The children were highly motivated to learn more about their turtle heroes, and they responded enthusiastically to a variety of art activities. "The world of culture became a part of my student's lives at an earlier age than most would expect," continues Reich, "and I like to think that it stays a vital part of their lives forever."

Enhancing Literature through Puppetry

Elementary School Arts — Grades K - 5

HOW IT WORKS

Enhancing Literature through Puppetry offers the student an opportunity to dramatize, verbalize and visualize literature. The purpose of this reading and art program is to develop an appreciation for literature that starts from kindergarten and through the elementary grades.

The program begins with the class reading a story such as *Corduroy* by Don Freeman, (Viking Penguin Inc., New York: 1968). A simple puppetry lesson enables students to make characters out of paper plates, sticks, socks or paper. Next, they reenact the story. Students learn the basic elements of script writing, scenery-making, oral speaking and performance skills.

Students in the upper grades read books such as *James and the Giant Peach* by Roald Dahl, (Knopf, New York: 1961). Puppetry at this level uses techniques such as *papier-mâché* and materials such as felt, rubber, and balsa wood. Students sew puppet costumes, build scenery and props and learn all the skills connected with a puppet show's production. In the upper grades, there is even more focus on character development and plot sequences.

The end result of the project is the production of the puppet show. Students perform for each other in classroom or assembly groups. Bilingual classes can perform in Spanish, for example, and English. Classroom teachers can assist the art teacher, or execute the puppetry experience as part of their own classroom-based activity.

WHO THE STAFF IS

Adrienne Grossman and Jewell Woods co-developed this program. They are Art Cluster teachers with more than ten years experience between them. They have taught all elementary grade levels and all ability levels.

WHAT YOU NEED

This program can be done in any classroom. Teachers can use found objects such as cans, bags, socks and paper. The following resources will be used: literature outlined in *Reading for Enjoyment and Appreciation in Literature*, "Puppets and Puppetry," (New York City Board of Education, Curriculum Bulletin: 1968-69), *Create* by Mary E. Platts, (Educational Series, Michigan: 1966), *Puppets for Play Production* by Nancy Renfro, (Funk and Wagnalls, New York: 1969), and *Fell's Guide to Hand Puppets* by Dorothy Richter, (Frederick Fell, New York: 1970).

More Information

Adrienne Grossman and
Jewell Woods
P.S. 173 CSD 6
306 Ft. Washington Avenue
New York, N.Y. 10033
(212) 927-7850
Principal: Vivian Lieber

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Enhancing Literature through Puppetry*** that includes:

- Program Overview
- Lessons

WHAT ELSE IS HELPFUL

Videotapes and films of puppet shows can be shown.

WHY IT WORKS

Children love hands-on experience. A puppet show encompasses all the skills and abilities that children need to become more involved with words they read on the printed page. This program is inexpensive, portable, and can be geared to any grade level, as well as to children with special needs. The combination of the art teacher with the classroom teacher working together builds staff morale and encourages more use of art in the curriculum. "It is our goal to make the arts an indispensable part of learning in all curriculum areas," asserts Grossman and Woods.

Hooked on Classics

Elementary School Arts — Grade 5

HOW IT WORKS

Hooked on Classics introduces children to the understanding and appreciation of classical music through a variety of activities taking place over a period of six months. Each day for a week a different classical piece of music is played during the students' independent work time. Students become curious about the music.

The first phase of the program focuses on the heritage of music. Students discuss and learn about how music began, its growth and influences, the development of orchestras and the different musical periods.

Phase two spotlights a different composer each week. A brief history of the composer's life and a sampling of music is presented. For example, students study the life of Beethoven and his Sixth Symphony, "The Pastoral," Mozart's "Eine Kleine Nachtmusik," or Rossini's "William Tell Overture." Phase three involves the students in researching a favorite composer. Children present research on Beethoven and other classical artists. Students keep a written journal of their reactions and feelings about the composers and their compositions.

The culminating project asks students to choose a piece of music and create an artistic accompaniment, such as reciting a poem, performing a dance or pantomime, or illustrating the piece.

More Information

Donna M. Pasquariello
P.S. 230 CSD 15
1 Albemarle Road
Brooklyn, N.Y. 11218
(718) 330-9380
Principal: Sylvia Oberferst

WHO THE STAFF IS

Hooked on Classics was developed by Donna M. Pasquariello, a classroom teacher of six years who works with early childhood and upper grade children. She is very interested in teaching "across the curriculum."

WHAT YOU NEED

This program is conducted in a regular classroom. A room with a listening center and writing area would be ideal, but it is not necessary. Basic supplies are a tape player and cassettes by various classical artists such as Mozart, Beethoven and Strauss. A journal notebook for each student is required.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Hooked on Classics*** that includes:

- Program Overview
- Lessons and Activities
- Samples of Student Work
- Bibliography of Cassettes
- Resource List

WHAT ELSE IS HELPFUL

Trips to the Brooklyn Academy of Music, the Metropolitan Opera, and Lincoln Center provide enrichment. Class trips to local libraries to check out recordings and conduct research are very useful.

WHY IT WORKS

"The enthusiastic response by the students to the music is illustrated by their increased motivation and quiet concentration during independent work time. It also encourages the children to explore their feelings through musical works and express themselves creatively," Pasquariello believes.

Growing Together through Music

Elementary School Arts | Special Education

HOW IT WORKS

Growing Together through Music uses sign language, pictures, movement, sounds, objects and words to encourage interaction between kindergarten and severely handicapped children. The program uses cooperative learning strategies to help teach music. Special Education (SIE II) children are non-verbal, wheelchair bound children ranging in age from five to nine. They are combined with a kindergarten class for a total of 25 children in all.

The class starts with a "hello" song to emphasize self-awareness and the awareness of others. Next, a body awareness activity focuses on a specific body part through a song as the children point to that specific body part or move it accordingly. Group playing with rhythmic instruments is introduced. Solo playing in a music activity motivates the children to develop self-esteem. The program includes an opportunity for individuals to play an instrument accompanied by the teacher.

Puppets and toys are sometimes used to emphasize a concept in a particular song. For example, a picture of a teddy bear is shown to the class, then the sign for "bear" and "hug" is taught. The concept of tenderness and love through hugging the bear is practiced by everyone and a song about hugging is sung as the teddy bear is passed around. Aside from teaching the concepts of tenderness, care and love, the children learn to take turns. The session ends with a "good-by" song to give the children a sense of closure.

WHO THE STAFF IS

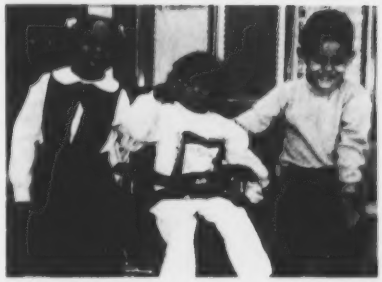
Annette Nicdao served as music therapist for the Association for the Help of Retarded Children Sagtikos School for a year. She is completing her master's degree in music therapy at New York University. Paraprofessionals or volunteers are helpful.

WHAT YOU NEED

A room with a large space to allow movement and chairs set up in a "magic circle" is needed. Materials used include: pictures, songs, a record player and records and tape recorder and tapes. Also rhythm instruments such as wrist bells, maracas, tambourine, drums, shakers, play sticks, and a teachers ability to play a piano, guitar, or electric keyboard are needed. Also recommended is the resource book, *Music Therapy for Developmentally Disabled* by Edith Boxill, (C.M.T. Aspen Publishers, Inc., Rockville, Maryland: 1985).

More Information

Annette A. Nicdao
P.S. 396 @ P. 304
280 Hart Street
Brooklyn, N.Y. 11206
(718) 574-8626
Principal: Fran Schuster



WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Growing Together through Music*** that includes:

- Program Overview
- Instructional Strategies
- Music Lessons and Activities

WHAT ELSE IS HELPFUL

The class attended an Ella Jenkins concert.

WHY IT WORKS

Music is used to help non-disabled children and children with special needs learn together to improve communication skills and socially interact with peers, adults and people with different needs. The kindergarten students serve as role models for the handicapped students and act as peer tutors during the music sessions.

"The most unique aspect of this program is that it integrates two groups of students who are usually isolated in their education," observes Nicdao. "It teaches young children to be sensitive to the needs of their disabled peers and encourages a warm friendship between the children."

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Public Art for Public Space

Junior High School Arts — Grades 6 - 8

HOW IT WORKS

Public Art for Public Space is an art program that encourages critical thinking by raising questions. What is art? What role has art played in societies throughout history? What are the needs of the immediate community for public art? Through class discussions, students debate the definitions of art. From examples of works found in museum and gallery collections and art located in public spaces, students begin to learn an art vocabulary and to develop their own opinions. After this preparation, the class can then begin to design public art projects.

The class is divided into groups of about four students each who will submit proposals for the construction of a public art piece in a location of their choice. One group of students will act as judges and write the guidelines and criteria for submission of the plans.

Student groups identify the location of their proposed work of art, and state the reasons behind the work they design. Using various art materials, students draw an illustration, then take photographs or make models of the area they selected. They then design their work of art and submit an illustration of the piece in the environment they selected. Students take into account the choice of material for the proposed piece, as well as its practicality.

The jury, who has clearly defined the guidelines, engages in a question and answer period with each presenter. After the jurors have heard from each group, they meet for their final decision. They are given the task of commissioning only one proposal. The jury is required to give the class a justification for their decision. This project opens the students to contemporary concerns about art, the role the public plays in influencing art, and ways to articulate their opinions in a discussion.

WHO THE STAFF IS

Public Art for Public Space was designed and implemented by Jeanne Rotunda, an art teacher for eight years and now the director of the Wadleigh Arts School, an alternative middle-level school. She has taught writing, literature and a variety of art history classes.

WHAT YOU NEED

Students need visual aides such as reproductions of art on slides, overheads and art reference books and magazines. A classroom to accommodate group work and store on going projects is ideal. A basic supply of art materials should be available for the design sketches and illustrated proposals.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Public Art for Public Space*** that includes:

- Program Overview
- Suggested Activities
- Articles
- Student Worksheet

More Information

Jeanne Rotunda
Wadleigh Arts School
at P.S. 207 CSD 3
41 West 117th Street
New York, N.Y. 10026
(212) 678-2792
Director: Jeanne Rotunda

WHAT ELSE IS HELPFUL

Trips around the community to identify areas for public art and trips to public art pieces are helpful. Art works can be found all over New York, including the Battery Park City promenade. A trip to the Metropolitan Museum of Art is also valuable for inspiration.

WHY IT WORKS

This program creates active thinking about art using group discussions and cooperative learning. Students are encouraged to delve into themselves, noting their thoughts and ideas as they design art for their community. "This personal involvement, through the creation of art, helps clarify the issues of what art is and its relationship to society making art more relevant for the student," concludes Rotunda.

How To Get "A-Head" in Class

Intermediate School Arts — Grades 6 - 8

HOW IT WORKS

In ***How To Get "A-Head" in Class*** students make a life-size bust of a person or a self-portrait. Subjects vary enormously, depending on the students. Samples of busts are displayed. Some are smaller pieces purchased from stores or borrowed from home or libraries, others are busts by previous students or the instructor. If none are available, then pictures of busts will do. It is even helpful to look at a coin and show how the person has been sculpted in relief.

The activities leading up to the decision of *who* the student wishes to portray include gathering information, drawings, paintings, or photographs of subjects. A mirror allows students to use contours of their own faces to guide the sculpting of self-portrait busts. The students also work from visuals to make the basic shape of a head, neck, shoulders and chest from balloons, Paris craft and newspaper. Students then paint the busts and add finishing touches, such as glazing to protect the sculpture. Allow at least six sessions to complete the project.

WHO THE STAFF IS

Rosemarie Magazino developed this program as an off-shoot of a larger sculpture program. To implement the program, a teacher needs some fine arts training and experience with *papier-mâché* and clay. It is helpful, though not necessary, to have a parent assistant or experienced student aide.

More Information

Rosemarie Magazino
I.S. 139 CSD 7
345 Brook Avenue
Bronx, N.Y. 10454
(212) 292-0269
Principal: Dolph Rotter

WHAT YOU NEED

Materials include photographs, reference books, mirrors, two coffee cans, wide masking tape, a large oval balloon, paper towels tube, newspaper, Paris craft, clay, paint, sandpaper, acrylic gloss medium and a variety of brushes.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***How To Get "A-Head" in Class*** that includes:

- Program Overview
- Instructional Strategies
- Lessons
- Photograph of student-made busts

WHAT ELSE IS HELPFUL

Trips to art galleries and museums to see sculptures and busts of historical, mythical or fictional characters is helpful. Visits to outdoor sculptures and statues in Central Park and throughout the city are also planned.

WHY IT WORKS

"The best aspect of the program," says Magazino, "is when a student produces a self-portrait." Students breathe life into their own creations by shaping tousled or calm hair, creating expressive eyes and features, and applying color, so that their portrait busts seem to say, "I am me. I am beautiful."

The hand that creates a sculpture starts with almost nothing; will and effort brings something to life. The process of sculpting is an awakening to the experience of being in charge of feeling self-confident. "After this class, students have asked me for more artistic challenges," confides Magazino, "and they showed a lasting pride in their work."

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Go Fish

Intermediate School Arts — Grades 6 - 8

HOW IT WORKS

Go Fish introduces the art of printmaking, collage and painting through a study of *gyotaku*, or "fish printing." This unusual art experience originated in ancient Japan and was used by Japanese fishermen to keep a record of their catch. Lessons in anatomy, scientific illustration, ecology and history are incorporated into fish printing.

The program begins with a discussion of how fish printing originated historically and how it developed into an art form. A trip to a local seafood store is arranged to buy fresh fish. Butter fish and porgies are good inexpensive choices because the texture of their scales will print nicely. Keep the fish on ice until its time to print. Clean the fish gently and blot dry with paper towels.

Students examine the fish to learn to identify and describe the functions of certain external parts such as the fins and the scales. After the students are comfortable handling the fish, they pin the fish scales on foam boards, and spread the modeling clay under the tail and fins. Students are encouraged to experiment with different ways of printing. They try out different paints and inks, objects to print and to print on. For example, some children combine prints of leaves and branches with their fish prints, others hand-painted their prints and still others incorporated them into a collage.

WHO THE STAFF IS

The program was originally developed six years ago by the Queens College Center for the Improvement of Education teacher interns at the Louis Armstrong Middle School: Phoebe Gillman, Carolyn Boetcher, Stan Stochaki and Mario Asaro. It was inspired by a school exhibition of fish prints by the artist Esther Krichetsky. Asaro further developed the idea and published an article, "Go Fish," in *School Arts Magazine* (March 1990).

WHAT YOU NEED

A room with sufficient space and a sink is preferable. The room is set up with three stations: one for decorating, painting and making collages; a second for printing equipped with brushes, brayers and a variety of colored inks; and a third for decorating and painting finished prints.

Materials needed are various types and grades of paper, printing inks, brayers, water colors, brushes, foam core, pins, small amounts of clay, plenty of newspaper and paper towels and a variety of fresh fish from a local market. One fish for every three students is adequate. Most fish, except mackerel, have textured scales that will make good prints.

More Information

Mario Asaro
I.S. 111 CSD 32
35 Starr Street
Brooklyn, N.Y. 11221
(718) 821-4248
Principal: Maria Diaz

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***Go Fish*** that includes:

- Program Overview
- Instructional Guidelines
- Article

WHAT ELSE IS HELPFUL

Trips to the New York Aquarium, the Fulton Fish Market and the South Street Seaport are excellent supplements to this program. Students can view various Japanese art forms and exhibits at local cultural institutions such as The Asia Society and the Metropolitan Museum of Art. Libraries also have a variety of books on Japanese culture.

WHY IT WORKS

"When students are first exposed to the idea of printing a fish they are not quite sure of how or why it should be done. Most students approach it hesitantly, but it is not long after the printing begins that real enthusiasm builds," reports Asaro.

The Power of Dance

High School Arts | Grade 9 Special Education

HOW IT WORKS

The Power of Dance is a program designed to enhance student understanding of cultural heritage. Students learn ethnic dances and their enormous importance for religious ceremonies, family values, mores, and customs. These dances expand their knowledge of other cultures. Students are introduced to different dance themes. Some themes express a belief in a higher power, some lessen fear and some recreate origin stories. Dances show respect, sympathy, and charity for people and their search for understanding and purpose.

During the first two weeks, students read *The Dance of Africa: An Introduction* by Warren Lee (Prentice-Hall, Englewood Cliffs, New Jersey: 1972). Over the next few weeks, all types of African dance, commemorating puberty, funerals, rain, hunting and animals are introduced, discussed and demonstrated by the teacher. Guest speakers and performers are invited such as members of the African Dance Club. Students research ethnic dance from magazines, videos, films and dance programs. Students learn how dance is a form of communication. They observe and practice giving and receiving information, and using gestures and body language. Once students understand the core of each culture, they realize that dance transcends race, color, and creed, and can work to eliminate prejudice and hate. They also begin to realize the importance of non-verbal body language as a means of universal communication.

A step-by-step sequence of activities from the book *The Dance of Africa: An Introduction* is simple to follow and adaptable. Dance lessons for students with special needs are structured into this program.

Students, individually and in groups, work to create and present a dance story to the class. Each student designs and writes a "Journal Booklet" about the experience and how his or her feelings and attitudes have been changed.

WHO THE STAFF IS

The program was developed and implemented by Ray Durand, a special education teacher for 15 years. Durand was a professional dancer and is still a member of Actors Equity Association and the Screen Actors Guild. Durand is also the Articulation Coordinator of Special Education for Clara Barton High School and the Drama Club Advisor. He and the students are assisted by Gloria Mitchell, a paraprofessional.

WHAT YOU NEED

A large classroom or auditorium stage is best for the implementation of this program. The following materials are essential: VCR and television, audiotape player or record player, drum, selected music and videos, and the book *The Dance of Africa: An Introduction*. The book describes many African dances and discusses their origin and significance as a reflection of almost every aspect of African life. It also provides a bibliography and discography to use in lesson planning. The school library is used to find books and photographs.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***The Power of Dance*** that includes:

- Program Overview
- Instructional Strategies
- Checklist
- Bibliography

WHAT ELSE IS HELPFUL

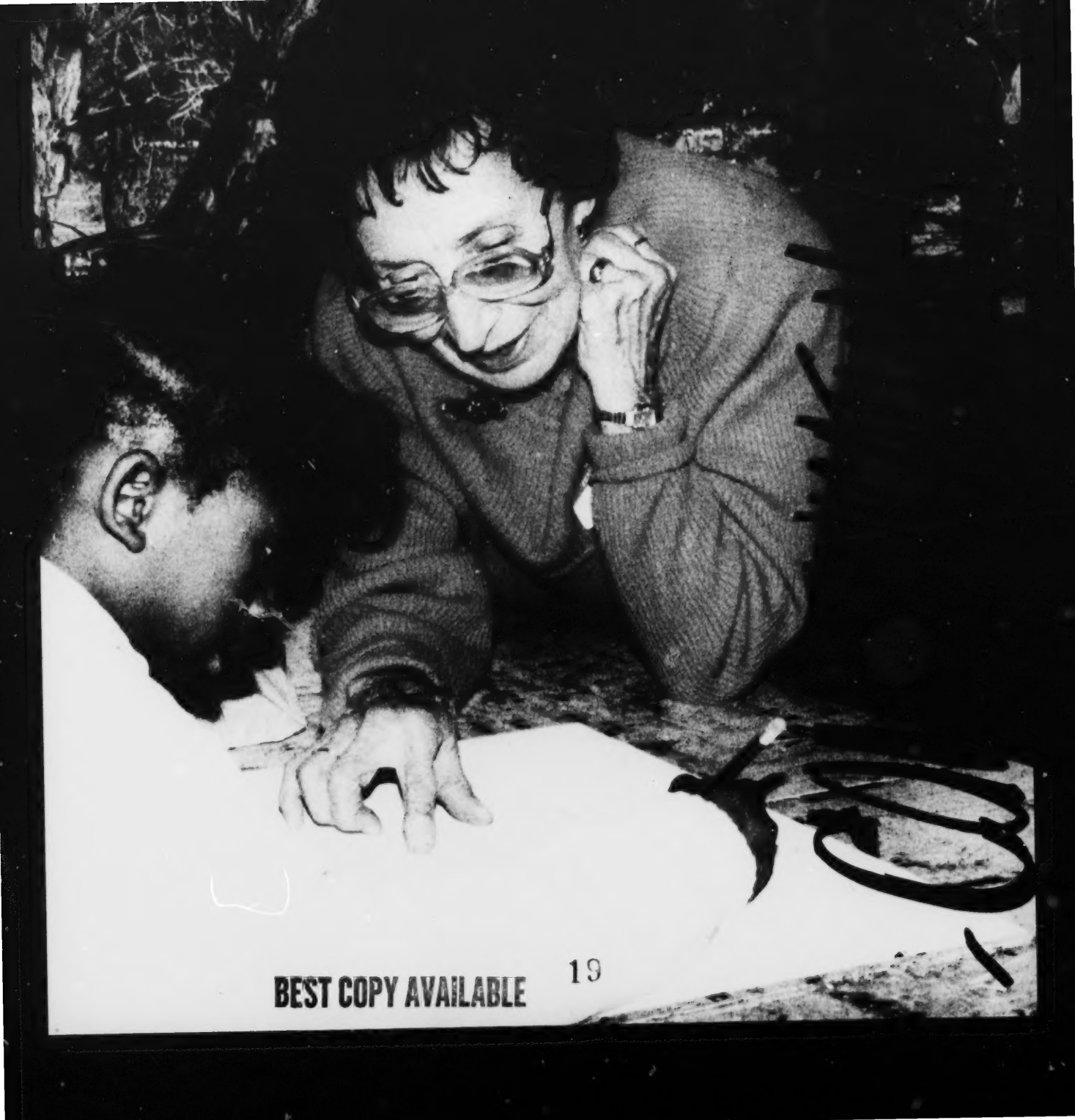
Trips to the Brooklyn Museum's permanent African exhibit, The Brooklyn Arts Council, the Alvin Ailey Dance Company at City Center, and Broadway shows, such as *Once On This Island* and *Black and Blue*, enhanced the program. Other suggested trips include the Lincoln Center Library of Performing Arts, the Brooklyn Public Library, and the Dance Theatre of Harlem. Videotapes and selected dance scenes from movies such as *That's Dancing*, *Shaka Zulu*, and *The King and I* were beneficial.

WHY IT WORKS

"Dance is a powerful and effective medium to promote communication in classroom learning situations. By using dance as an educational tool, students are exposed to a unusual educational experience. The students learn that dance is communication between oneself and one's culture, and between oneself and the universe. This program helped to increase self-esteem, as well as respect and understanding of multicultural differences," enthuses Durand.

More Information

Ray Durand
Clara Barton High School
901 Classon Avenue
Brooklyn, N.Y. 11225
(718) 636-4900
Principal: Jerry Resnick
Special Education Supervisor:
Helene Shuster



BEST COPY AVAILABLE

Come Join the Circus

Elementary School Communication Arts/Arts Grades K - 2

HOW IT WORKS

Come Join the Circus is an interdisciplinary program which uses the theme of the circus to engage students in communication arts and arts and crafts activities. Lessons in mathematics, social studies, science, physical education, and music are also integrated into this thematic unit.

At the beginning of the program, the children brainstorm and make a list of all the things associated with the circus. Their lists are divided into subtopics and put on a chart or made into a collage. A survey of the students favorite circus animals, acts, and performers is made into a graph.

The children learn about the different countries where the animals and circus performers come from. Books such as *If You Lived with the Circus* by Ann McGovern, (Dell, New York: 1987) and *A Very Young Circus Flyer* by Jill Krementz, (Scholastic Books, New York: 1972) show children how circus people actually live and work.

Fingerplays, songs, and poems are interwoven into the curriculum unit. The children make paperbag puppets of various circus animals and use them to stimulate and advance language development.

Class trips to local circuses include one to the Harbor Performing School's circus, performed by junior high school students that were trained by performers from the Big Apple Circus.

As a culminating event, the children perform a musical play about the circus. Students make large paper bag masks of the animals made by the students and teachers, design and paint a backdrop and make murals of different clown faces for the musical. Also, a picture book is illustrated and written by the children that depicts favorite parts of the circus. The teachers keep a photographic journal chronicling activities and the students' enthusiastic responses.

WHO THE STAFF IS

Alice Hom developed the program and implemented it with another kindergarten teacher, Elsie Kilvert. Hom has received a number of Community School District 2 mini-grants and received IMPACT II Adaptor Grants in 1983 and 1989. The program is assisted by parent volunteers.

WHAT YOU NEED

A library and listening center, set up with books, tapes, and records about the circus is suggested. To make the clown dolls, three-inch styrofoam balls and one-liter plastic soda bottles are needed, as well as 15" x 24" pieces of colorful fabric. Large brown bags are needed to make the animal masks. Books on the circus can be found in the school and public libraries. Craft supplies are also needed for puppets, the murals, and dolls. For the circus production, a large stage and musical accompaniment is recommended.

More Information

Alice Hom &
Elsie Kilvert
P.S. 6 CSD 2
45 East 81st Street
New York, N.Y. 10028
(212) 737-9774
Principal: Carmen Farina

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Come Join the Circus*** that includes:

- Program Overview
- Lessons
- Activity Directions
- Worksheets
- Bibliography

WHAT ELSE IS HELPFUL

Field trips to the Ringling Brothers Barnum & Bailey Circus or the Big Apple Circus are recommended, but are not essential. Videotapes of circus performances can be used instead. The Harbor Performing School puts on performances by junior high school students trained by Big Apple Circus performers. Parents assist the children in making their clown dolls.

WHY IT WORKS

Everyone loves the circus. The children's artistic talents are highlighted through this program. As the two kindergarten classes work together to perform their circus play, they learn about teamwork, cooperation, and the camaraderie of circus performers. "Teachers are able to integrate all areas of the curriculum into a unit that is fun and entertaining," exudes Hom. "There is no limit to the ways a teacher can creatively adapt this program," adds Kilvert. "It brings the magic of circus life back to the classroom."

Can We Talk?

Elementary School Communication Arts — Grades K - 8

HOW IT WORKS

Can We Talk? is an interdisciplinary approach to teaching communication arts. It emphasizes oral, aural, visual, sequential and critical thinking skills. The children's own experiences, language, perceptions and ideas about life are developed and shared with others in oral and visual forms. Stories, poems, games, rhymes, objects and pictures are used as stimuli for language comparison, interpretation and creation.

Eight units encompass the areas and skills to be developed. The first deals with students themselves, their families and their communities. A walking trip and an interview of community residents is included. The second unit expands into a multicultural view, when they learn about other families and values around the world and the problems immigrants face living in the United States.

The third unit explores the areas of fantasy and creativity. Students learn the concepts of storytelling through fairy tales and nursery rhymes. They then create their own round robin stories and sock puppet theater plays. The fourth unit examines the structure of the English language, and helps to develop language facility for the reluctant or impaired speaker. The fifth unit deals with similarities between objects and symbols. The sixth unit explores differences such as opposites and the concept of more or less in groups of objects or visual symbols. The seventh unit uses time lines, cooking, experiments, clocks and time units to sequence events. The last unit focuses on categorical and critical thinking. Approximately 140 lessons are available for this program.

An example of a classroom activity from this program is staging a play for the sock puppet theater. The children vote on a story they want to use and have tryouts for parts. The actors then develop a script by creating a storyline on an experience chart and taping

dialogue. The rest of the class makes costumes for the puppets, scenery and invitations to parents. A dress rehearsal is staged and the performance is given. This activity can be repeated using different stories, so everyone gets a chance to perform.

WHO THE STAFF IS

Ronnie Rathkopf-Birman developed the program while on a sabbatical, did a pilot study, and tested it last year in a kindergarten class. This year, the program will be used by 14 teachers and their paraprofessionals and parents. Birman has 22 years of teaching experience in elementary school. She recently completed a supervision and administration internship with IMPACT II.

WHAT YOU NEED

The room should have activity corners such as: a listening center, a taping center, a telephone conversation corner, an acting corner, a games corner, a puppet corner, a supermarket center and library. Two tape recorders, a Polaroid camera, film, two telephones, art supplies, pictures and books are necessary for this program.

More Information

Ronnie Rathkopf-Birman
P.S. 316 CSD 17
750 Classon Avenue
Brooklyn, N.Y. 11238
(718) 638-4043
Principal: Robert A. Jenkins

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Can We Talk?*** that includes:

- Program Outline and Overview
- Sample Lessons

WHAT ELSE IS HELPFUL

A trip in the neighborhood to observe the changes that are going on such as a new construction of houses and streets, graffiti, garbage and litter, is useful. A checklist of services needed in the community can be compared with pictures taken by children to decide whether their neighborhood is changing for the better or worse. Individual trips with teachers or with parents to different sites can be made to interview store owners, neighbors and police officers, on their views. A tally sheet can be prepared to get an overall opinion about the neighborhood.

WHY IT WORKS

This program helps reluctant speakers catch up to the rest of the class in an enjoyable way. Other cultures are explored in the program and appreciated. Life choices of jobs and family are examined and feelings are explored in a positive way that can lead to a higher awareness level and a more developed personality. Children are allowed to use their own creativity and views of life to express themselves and are able to have those views broadened. "Teachers can use this program as enrichment, as a remedial tool, and as a basic thinking skills program in language, which I think is sorely lacking in education," believes Birman.

A Storybook Quilt

Elementary School Communication Arts — Grade 2

HOW IT WORKS

A Storybook Quilt is a project composed of individually sewn panels that depict scenes from stories students read and share. Students select books from the school and neighborhood libraries to read and discuss different versions of favorite stories. For example, in some versions of *Little Red Riding Hood*, the wolf eats up Red Riding Hood while in others she is set free by the woodsman.

Children write a summary of a tale and plan a scene from the story for their felt panel. The panels are decorated with colorful, felt pieces that are cut into shapes representing characters and scenes and glued in place. To save time, the finished panels are stapled together, and look as if they were professionally sewn. Later, a parent volunteer helps students quilt the panels on a large felt backing. A bottom tassel and gold hanging rope are added to display the quilt. Last year's quilt was called "Fairy Tales, Fables, and Folk Tales" and was presented to the principal to be displayed in her office.

After the completion of the quilt, the students continue to read stories and to write their own tall tales and fables.

WHO THE STAFF IS

A Storybook Quilt was developed and implemented by Jacqueline Ferrer, a second-grade teacher with 14 years of experience. The school librarian, Maureen Murphy, was helpful in gathering books on a variety of reading levels and parent volunteers helped assemble the quilt.

WHAT YOU NEED

A 12" x 12" felt panel is needed for each student. The title of their story is written on the felt with a laundry marker. Using felt pieces of various sizes and colors along with Elmer's glue. Sequins, buttons, wool, and other craft materials enhanced each panel.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***A Storybook Quilt*** that includes:

- Program Overview
- Instructional Guidelines
- Lessons
- Bibliography
- Supply List

WHAT ELSE IS HELPFUL

In the past, museums such as the American Museum of Natural History, the Metropolitan Museum of Art and the Lefferts Homestead in Brooklyn had quilting exhibits. The American Craft Museum in Manhattan also has quilts on display.

More Information

Jacqueline Ferrer
P.S. 151 CSD 32
763 Knickerbocker Avenue
Brooklyn, N.Y. 11207
(718) 821-4801
Principal: Luz M. Rios

WHY IT WORKS

"The finished quilt was first displayed in the hallway outside my class for a month and the children received much praise. The quilt is now hanging in the principal's office for all to see," informs Ferrer. "The whole school's interest is sparked into reading some of the stories depicted on the panel as well as other books."

Pop-Up and Read

Elementary School Communication Arts — Grades 2 - 4

HOW IT WORKS

Pop-Up and Read is a three-dimensional reading program that uses visual stimulations to help students learn to make connections between the written word and images. A pop-up book is one in which major and minor characters, different backgrounds such as sunsets, trees or houses, pop up from the page as the story unfolds. To make a pop-up book, the class first shares personal experiences that could be incorporated into a book, then proceeds to design pop-up books that use writing skills including understanding characterization, describing settings, resolving problems and reaching a conclusion.

Pop-Up and Read can apply to many subjects. A book can depict the Civil War, the arrival of immigrants at Ellis Island, or multicultural holidays. Studying health issues takes on a new dimension when a specific organ of the body pops up in proper position. Science lessons on parts of a flower will pop-up and bloom in these books.

To make a pop-up book you can use any type of paper, though oaktag or Bristol board are best. Ask the students to write a story and to note major and minor characters. The students next select a scene from the story and decide what will be in their pop-up scene. A piece of 9" x 12" paper is folded and two slits are cut across the fold for each pop-up. Open the paper like a book, pop-out the paper between the slits, and attach the characters or objects.

Detailed instructions, with illustrations, are available in the dissemination packets.

More Information

Anne T. Fay
P.S. 42 CSD 2
71 Hester Street
New York, N.Y. 10002
(212) 226-8410
Principal: Rosa O'Day

WHO THE STAFF IS

This program was developed by Anne T. Fay, the writing cluster teacher for P.S. 42. She has taught grades 1 - 5. Fay was the recipient of a Partnership Award for Creative Workshop Arts and attended the Writing Project Workshop at Teachers College, Columbia University.

WHAT YOU NEED

Any classroom is appropriate for ***Pop-Up and Read***. The materials needed to make the books include: oaktag, construction paper, watercolors, scissors and glue.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Pop-Up and Read*** that includes:

- Program Overview
- Lessons

WHAT ELSE IS HELPFUL

The library is an excellent resource for researching themes for pop-up books. Trips also inspire creativity and possible visits might include the Asia Society, the Spanish Institute, Inc., the African Art Center, the Chinese Culture Center-Taipei Art Gallery, or the American Museum of Natural History.

WHY IT WORKS

Pop-Up and Read provides a meaningful writing and reading experience. This hands-on program is a holistic approach to literature that makes characters in a story come alive. For multicultural students, the program encourages them to relate their experiences from their countries in a lively way. "***Pop-Up and Read***," concludes Fay, "provides a meaningful connection between reading, writing and cultural experiences."

BEST COPY AVAILABLE

Multimedia Penpals

Elementary School Communication Arts/Computer Education — Grades 4 - 6

HOW IT WORKS

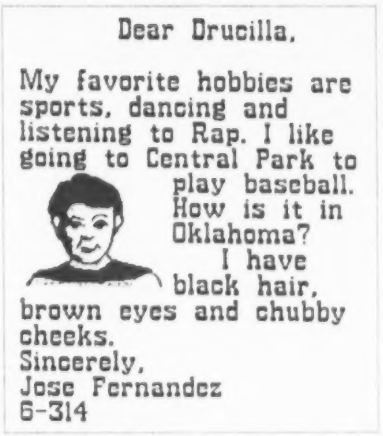
Multimedia Penpals teaches students how to communicate clearly when they speak and when they write. Students learn correct letter form and write penpal letters on a computer, or by hand. They learn how to make their letters distinctive and personal. Later, they make a penpal videotape.

The unit begins with students asking themselves: Why am I special? What do I do in New York that children in other places can't do? What do I want to know about my penpal? Through notices put on a computer CompuServe bulletin board, the disseminator was contacted by Linda Carter, a Computer Coordinator from Oklahoma City, Oklahoma. Letters from the schools were exchanged. Later penpal videos were also sent by students from each school.

Lessons are taught to students on how to speak in whole sentences, how to ask perceptive questions and how to include vivid details in their answers in preparation for using the video. Students learn how to use a video camera and crews from each class practice cooperative learning to complete a penpal video. From making a video about themselves, students judge for themselves how they appear to others. The video is a forum for student musical and dancing talents. It is a window into their lives at school showing a baseball game in the school yard, children at work in the computer room, or students listening to a story in the library.

WHO THE STAFF IS

Dina Cukier Schlesinger is a computer teacher with four years experience. Before becoming a teacher, she was an art director in advertising and managed an export business. Schlesinger led a workshop, "Teaching Science Through Art," for the Science Council of Greater New York. Her video "Teaching Kids Desktop Publishing," about


Dear Drucilla,
My favorite hobbies are sports, dancing and listening to Rap. I like going to Central Park to play baseball. How is it in Oklahoma? I have black hair, brown eyes and chubby cheeks.
Sincerely,
Jose Fernandez
6-314

inner city children who made a computer newsletter, was shown on WNYE-TV and will be distributed by Highsmith Co., Inc. "Lower East Side Story," a video about her school's neighborhood, featured Professor James Shenton of Columbia University and sixth-grade students. It was shown on Staten Island cable television.

WHAT YOU NEED

Minimally, a computer lab that includes one Apple IIGS is needed. Additional computers with printers are advantageous to implementing the program. "Children's Writing and Publishing Center" software produced by The Learning Company is used. Since there are many more students than computer printers, children not using computers draft their letters on a Radio Shack TRS 80 computer screen and copy them on paper.

More Information

Dina Cukier Schlesinger
P.S. 140 CSD 1
123 Ridge Street
New York, N.Y. 10002
(212) 677-4680
Principal: Esteban Barrientos

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Multimedia Penpals*** that includes:

- Program Overview
- Instructional Strategies
- Lesson
- Sample Student Letters
- Song

WHAT ELSE IS HELPFUL

A student from the School of Visual Arts was hired with funds from a district grant to the school to assist the teacher. In addition, Jeffrey Jones from the Henry Street Settlement worked in the class instructing students in the use of video equipment.

WHY IT WORKS

Many of our students have never gone north of 14th Street in New York City. This program has expanded their awareness of the world, and made them realize that they can communicate and make friends with children who live far away. Students also realize how much they have in common with children in other areas. They discover they like the same music, television shows and games. We are showing children that computers and videos are tools of communication, and can even help them make friends. "Next year, I hope to make the program international, perhaps with an elementary school in Japan," envisions Schlesinger.

Stories to Span Generations

Elementary School Communication Arts — Grade 5

HOW IT WORKS

Stories to Span Generations uses literature and the oral tradition to foster an understanding of cultural diversity within the framework of an intergenerational program. The school is part of an intergenerational program with Aging in America, a non-profit senior citizen center.

The program asks children to read and listen to literature dealing with an intergenerational theme. The children are encouraged to respond to the literature through journal entries. They select a favorite book and prepare to share it with a senior citizen partner.

A classroom lesson teaches the art of interviewing. Children learn how to formulate open-ended questions through role-playing in the classroom. As a group they prepare some key questions. After sharing their favorite story with their senior partner, the children use the interview technique to motivate the senior to tell personal stories. The stories become the basis for books to be written and illustrated by the children and the seniors.

At one session the seniors and the students prepare blank bound books. Later their stories are transcribed and illustrated. Each book carries a short piece about each of the authors.

Finally, the children share these picture books with other children at the school. Some of the books are shared with students in the lower grades, while others are shared with peers.

The children were exposed to many pieces of literature but we started with the following: *The Hundred Penny Box*, by Sharon B. Mathis (Scholastic Inc., New York: 1989), and *Knots on a Counting Rope*, by Bill Martin, Jr. and John Archambault, (Henry Holt & Co., Inc., New York: 1987).

WHO THE STAFF IS

Diane Dapolito has taught various elementary school grades for the past six years. She was named the Community School District 10 "Best New Teacher of the Year, 1985-86.' Leomi Simkin, a Community School District 10 Staff Developer in Communication Arts, assisted in the implementation of the program. She has presented literature workshops at the New York State Reading Associations Convention.

WHAT YOU NEED

This program can be used in any classroom. However, it is necessary for the school to have a linkage with senior citizens. This linkage can be through a school "Adopt-a-Grandparent" program or with a senior citizen center or home. The books used are available in libraries and book stores. Tape recorders help record stories for later editing and transcribing. Craft supplies are needed in bookmaking.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Stories to Span Generations*** that includes:

- Program Overview
- Instructional Strategies
- Interview Questions
- Lessons
- Annotated Bibliography

WHAT ELSE IS HELPFUL

A linkage between the school and a senior citizen center is essential. Weekly trips to a center will allow for bonding between the children and the seniors. Regular communication between the center contact person and the school is a necessity. Grandparents of the school population can be involved in addition to or instead of residents of a senior citizen center.

WHY IT WORKS

Children learn to relate to seniors who often have the time to pay attention to them. In this particular situation, the background of the two groups are extremely different, thereby fostering an understanding of several cultures. Children learn to understand the older adult and the seniors in turn learn to relate to the younger generation as a positive experience. "The stories that the children write and then share with children in their school become a living library, passed down grade to grade and generation to generation," reveals Dapolito.

More Information

Diane Dapolito and
Leomi Simkin
P.S. 85 CSD 10
2400 Marion Avenue
Bronx, N.Y. 10459
(212) 220-8315
Principal: Candido DeJesus

Attorneys At Law!

Elementary/Junior High School Communication Arts — Grades 4-9

HOW IT WORKS

Attorneys At Law! teaches students about law by teaching reading, communication arts, social studies and thinking skills lessons in a class courtroom setting.

Students are introduced to the topic of law by reading excerpts from the book, *You Be the Jury* by Marvin Miller, (Scholastic, Inc., New York: 1987), where they learn legal terms and courtroom protocol. Students read and discuss sample cases involving fraud, vandalism, contracts and motor vehicle accidents. The discussions enhance students' analytical and problem solving skills.

Students conduct a mock trial of Maximilian, Emperor of Mexico. First, they are given a detailed list of legal procedures to follow. Next, they prepare speeches based on historical information of Maximilian's trial, and finally, they conduct a reenactment of the trial.

Students also become characters in a teacher-developed case called "Evans vs. Vocab-Tech." Vocabulary words are introduced throughout the case. Students choose roles of witnesses, jury members, defendants and attorneys. They gather evidence and work in cooperative groups. A trial date is set and attorneys and witnesses act out an actual courtroom drama. Students are able to recognize statements of opinion, hearsay and irrelevance. They learn to object to the badgering of witnesses and begin to understand reasons why their objections are overruled, or sustained, by the "judge."

Students are also asked to read literature pertinent to their legal topics. Decision-making, planning and forecasting skills are stressed in the cooperative learning atmosphere of a courtroom drama.

WHO THE STAFF IS

The program was developed by Marilyn Alesi who has been teaching for 23 years as a computer specialist, staff developer, and classroom teacher in grades 1-6. Alesi is the recipient of two IMPACT II Disseminator Grants. In 1989, she was featured in a NBC television documentary, "The Truth About Teachers."

WHAT YOU NEED

Lesson plans, a copy of the "Evans vs. Vocab-Tech Case," worksheets and the program guidelines are available to teachers.

More Information

Marilyn Alesi
P.S. 79 CSD 25
147-27 15th Drive
Whitestone, N.Y. 11357
(718) 746-0396
Principal: Marilyn Wunder

Also, *Everyday Law for Young Citizens* by Greta Barclay Lipson and Eric Barclay Lipson, (Good Apple Inc., Carthage, Illinois: 1988) is recommended.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***Attorneys At Law!*** that includes:

- Program Overview
- List of Debate Topics
- Sample Cases
- Vocabulary List

WHAT ELSE IS HELPFUL

Lawyers from the community are invited to make presentations to the students in order to provide career mentoring activities.

WHY IT WORKS

Students gain a tremendous amount of self-confidence and self-esteem from their participation in ***Attorneys At Law!*** Children are stimulated to perform, write, research and act. "They learn to 'read between the lines' which helps them to develop critical reading skills and improve test scores," says Alesi.

Kids in Control

Intermediate School Communication Arts — Grades 6 - 8

HOW IT WORKS

Kids in Control is a television show written and produced by teenagers about what they think about current issues. First the students discuss the issues of interest to them and select a topic. Once a topic has been chosen, they do research by reading newspaper and magazine articles and books and watching relevant television shows. Last year, the students selected the topic, "Sexual Decision-Making and the Teenager." Some students created a 10-question survey and questionnaire that other students answered. Once all of the questionnaires were completed, the students tabulated and analyzed the information into percentages.

Once percentages were calculated, they selected questions to discuss and to videotape. When all statements are completed, the students are videotaped for a school television show. Introductions, conclusions, transitions and music are added to make the videotape interesting to watch. Students write a script that includes audio and video sections, and they videotape the remainder of the show in the school. Each piece is edited. Then music and graphics are added and ***Kids in Control*** is ready for broadcasting. It takes a full year, or more, to produce one television show.

WHO THE STAFF IS

Nicki Baker created this program in 1990. She is a Resource Room teacher with 15 years of experience teaching special education. Baker is also an actress and a self-taught video producer. She was awarded a $250 Teacher Incentive Grant from Community School District 3 for post production of ***Kids in Control***.

WHAT YOU NEED

The students work on this project throughout the year. Most of the work can be done in the classroom, using a library for research. Videotaping can be conducted outside, "on location," however, this is not necessary. A simple editing machine, or two VCRs, is necessary. If none are available, a studio can be rented for about $15.00 per hour. Other materials needed are a video camera, videotapes, a tape recorder, audiocassettes, and paper and pencil. If the school has graphic computer software, a student could print out the title, credits, and other information. Or, graphics can be simply done with magic markers or on the chalkboard.

More Information

Nicki Baker
I.S. 44 CSD 3
100 West 77th Street
New York, N.Y. 10024
(212) 678-2818
Principal: William Colavito
Special Education Supervisor:
Annette Kunin

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Kids in Control*** that includes:

- Program Overview
- Project Timetable
- Sample Survey
- Resource List

WHAT ELSE IS HELPFUL

If editing resources are not available, Baker would recommend taking the class to a non-profit video studio for editing. One possible studio is Broadway Film Arts Studio in Manhattan. Trips to locations related to a story are suggested. For example, if the topic is on crime, videotape in front of a court house. This program can be completed by the students and teacher alone. However, parent assistance is always helpful. WNYE is a possible channel for broadcasting shows.

WHY IT WORKS

Kids in Control is an exciting project that motivates students to use reading, writing and math skills to create a television show. Baker asserts, "Give students the tools to be creative and watch their achievement soar." The program can be as simple or as complex as desired. It is up to the teacher and to the resources available. What is important is that the kids think, read, and write about current issues, and watch the televised results of their learning.

Mythology in the News

High School English — Grade 10

PANDORA, A WITCH?!

On December 10, there was a woman named Pandora. She was accused of putting an evil curse on her husband ...When Epimetheus came home that night at 9:00 pm he was attacked by all these evil spirits. He did not know what was going on. He found Pandora asleep in the bedroom.

When Pandora woke up Epimetheus asked her what happened and this was her story.

She said that around 12:30 pm that afternoon she was watching TV. When the door bell rang, Pandora went to get the door. A delivery boy gave her a package. So Pandora opened the package even though Epimetheus told her not to open anything from strangers. The next thing Pandora remembered she fell to the floor.

HOW IT WORKS

Mythology in the News uses a newspaper format to show mythology in a modern context. Students learn to work together more effectively in this project.

At the beginning of the project, students review the qualities and characteristics of journalism. They learn how newspapers evolved and the order, preference, style and content of newspaper sections. Students learn newspaper vocabulary to describe the mythology characters that they read about in *Man the Myth-Maker*, edited by W. T. Jewkes (Harcourt Brace Jovanovich, Inc., New York: 1973). The class discusses possible news techniques for reporting and exchanging ideas. Pictures are included, and layout is varied. Each student writes a minimum of one 250-word news story, accompanied by an illustration or photograph. This is necessary for a passing grade. Therefore, each group produces at least one four-page, tabloid size 12" x 18" newspaper. They are usually longer.

A copy of my daily schedule, sample newspapers, and student writings are available for dissemination.

WHO THE STAFF IS

Deborah Larkin is the sole developer and implementer of ***Mythology in the News***. She teaches English with 20 years of high school experience.

More Information

Debra Larkin
Murry Bergtraum High School
411 Pearl Street
New York, N.Y. 10038
(212) 964-9610
Principal: Elsie Chan

WHAT YOU NEED

The program was implemented in a standard classroom, but desks were arranged in squares of four. A resource center containing newspapers and periodicals was located in a corner of the room. Some students used computers to generate stories and graphics. Supplies included: 18" x 24" newsprint, rulers, scissors, paste, newspaper and magazine clippings, markers, glitter, and typing paper. Program adaptation is highly flexible.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***Mythology in the News*** that includes:

- Instructional Guidelines
- Lessons
- Sample newspaper

WHAT ELSE IS HELPFUL

Outside resources include a visit to a newspaper plant, to the Metropolitan Museum of Art to view Greek, Egyptian and Roman art and an invitation to a journalist to speak to the class.

WHY IT WORKS

"I wanted my students to learn about the mythological characters in an unique way—to see them as individuals reacting to familiar circumstances. Also, I wanted students to understand the themes and conflicts in the stories, so they could appreciate them as relevant situations. By reading a daily newspaper, my students got a break from the routine of the reading about classical myths and used their imaginations to combine the lessons of antiquity with the realities of today," reveals Larkin.

BEST COPY AVAILABLE

Pictionary Perfect

Junior High School ESL — Grades 7 and 8

HOW IT WORKS

In ***Pictionary Perfect***, English as a Second Language (ESL) students and bilingual students create illustrated dictionaries with their computer, using a desktop publication program. Students are introduced to computer literacy and research skills while improving their English vocabulary. Children without many English language skills can learn sophisticated computer techniques of file management, graphic and text manipulation and page layout.

Students work in heterogeneous groups to encourage cooperative learning and to exchange ideas using different levels of English. Teachers suggest vocabulary words. Students research definitions using dictionaries, books and magazines and find appropriate illustrations for their vocabulary words on computer graphic disks. Besides the computer skills they use, students select words to explain and illustrate ideas.

Each group of students is responsible for making one pictionary. They print, edit and revise hard copies. Final versions are printed in color and each pictionary becomes part of a reference library available for children learning English.

Pictionaries can be thematic. One class of seventh grade ESL students used the vocabulary from their life science curriculum for their publication. A colleague used this program with her eighth grade class. They created trilingual dictionaries using Latin, English and Spanish definitions. Students learn how to use data disks and a computer program to perfect their pictionaries. This program can be expanded to include a myriad of other activities including book reports, newspapers, and autobiographies.

WHO THE STAFF IS

Carol Adamsky is a math and computer teacher with 10 years of experience. In 1989, Adamsky won an IMPACT II Adaptor Grant. She presented this program at the National Educators Computing Conference in Nashville, Tennessee, the Conference for Special Educators at the Bronx Technical Assistance Center, New York, the National Educators Computing Conference in Phoenix, Arizona, and the Multilingual/Multicultural Education Technology Conference at Teachers College, Columbia University.

WHAT YOU NEED

Pictionary Perfect can be accomplished with one computer. Each student is assigned one word to define to produce a class pictionary. Two students together can also work on definitions. The computer program used is, "The Children's Writing and Publishing Center," (The Learning Company). It is available for both Apple and MS-DOS computers with 128K of memory and although it is much easier to use this program with a mouse, it can be used with keyboard input. You will need a printer and color ribbon for color printing although it will work with black ribbon also.

More Information

Carol Adamsky
J.H.S. 143 CSD 10
120 West 231st Street
Bronx, N.Y. 10463
(212) 220-8213
Principal: Henry Yurek

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Pictionary Perfect*** that includes:

- Program Overview
- Lessons

WHAT ELSE IS HELPFUL

Trips to the Bronx Zoo, the American Museum of Natural History, and the Bronx Botanic Gardens help students to identify and assimilate life science vocabulary and concepts into their publications. Suggested book references include: *HBJ School Dictionary*, (Harcourt Brace Jovanovich, New York: 1990).

WHY IT WORKS

Students are able to produce a useful creative dictionary while enjoying themselves and learning important skills. All their work can be saved, retrieved, corrected and printed on computers. They can quickly correct mistakes to generate a perfect hard copy of their work. Children help each other use research skills, find appropriate books, interpret definitions and descriptions, and conceptualize thoughts with graphic illustrations. "Pictionaries generate positive feedback on school work," declares Adamsky, "because they are shared with the students' families, help classmates learn English, and contribute to the class library."

Bookend Environments

Junior High School ESL/Arts — Grade 9

HOW IT WORKS

Bookend Environments is a project which combines art and English as a Second Language (ESL) to create three-dimensional bookends made from found objects, recycled materials and purchased figurines. The project introduces students to, painting, sculpture, and art vocabulary. It asks students to exercise their imagination, and to design and produce an original piece of art. Students write and speak about their projects. This also develops the limited-English proficient (LEP) students' communication skills.

During the initial session, the term "environment" is discussed and students describe different environments in their lives, such as home, classroom, park, or zoo. Students are shown samples of various environments, which have been taken from calendars, art books, or magazines. Next, the teacher shows them a sample of the project, a three-dimensional scene depicting a particular environment which is glued onto the base of a bookend, and they are asked to design their own.

Students pick a particular environment that they wish to create, such as a beach, living room, or a more exotic setting, like outer space or the cemetery. Pictures and photographs of different environments are available to the students to stimulate their imagination. Small figurines and other props are selected for their environments. Samples of various art styles assist them in making their choices of color, style and composition. Students learn to prepare wood surfaces, then outline and paint the background of their environment that could be the walls of a room or nighttime stars. Before gluing the three-dimensional pieces into place, students experiment with composition. Once finished, they write simple descriptions, or more elaborate stories and dialogues related to their

environment. The writing component gives the students the opportunity to use English vocabulary in a personal and creative way and encourages them to learn new words and phrases. The compositions are put onto 5" x 8" index cards and attached to the top of the bookend. As a final presentation, students orally describe their environment to their classmates.

WHO THE STAFF IS

Ronald Sharkey has been teaching art for five years and ESL for three years at Liberty High School, a ninth grade alternative program for newly arrived LEP students. No outside assistance is required.

WHAT YOU NEED

The students need a workspace with large flat desks or work tables and a place to dry and store the bookends. The materials needed are paint and brushes, glue, wood scraps, small plastic figurines and toy furniture, scraps of fabric, cotton balls and yarn. Students can supply many of the items from their homes. The teacher will need a saw to cut the wood into pieces for bookends. Pictures and photographs from calendars, magazines and postcards are helpful to show students different environments.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Bookend Environments*** that includes:

- Program Overview
- Lessons
- Student Worksheets

WHAT ELSE IS HELPFUL

Enrichment of the program can be provided by visits to the Metropolitan Museum of Art, the Museum of Modern Art, the Brooklyn Museum, and the P.S. 1 Museum in Long Island City.

WHY IT WORKS

Teachers need not be great artists to do the project, nor do they need large amounts of space, resources or money to complete it. The students get involved in the project because they enjoy producing something that is both creative and practical. Students are eager to talk about their project. "This work of art is functional, decorative and easily executed. The project develops awareness of environments and the fact that people can have control over them. Finally, the bookends make a wonderful gift!" exclaims Sharkey.

More Information

Ronald Sharkey
Liberty High School
250 West 18th Street
New York, N.Y. 10011
(212) 691-0934
Principal: Bruce Schnur

English in 30 Seconds

High School ESL/Math • Grades 9 - 12

HOW IT WORKS

English in 30 Seconds teaches ESL students how to produce a television commercial. Students work collaboratively to create the concepts, storyboards and scripts. Together with the math and computer teacher, students create budgets for their television ads, using the actual budgeting form used by commercial film producers. They create a series of original 30-second television advertisements which are produced, performed and videotaped by the students.

Students learn from other advertisements. They view and discuss examples of commercials from all over the world. In small, linguistically diverse groups, students agree upon a product to represent. They recreate the roles of the agency personnel and brainstorm about how best to sell their product. Once a concept is chosen, students draw storyboards and write the audio captions underneath. Students then edit their scripts and learn to use a word processor to create a final copy.

Once the scripts have been completed, each group develops prop lists, call sheets, and location schedules. They cast the roles and choose suitable background music. In math class, the students apply their math skills to compute the cost of props, actors and film crew to prepare a budget.

Students learn the rudiments of videotape production from such books as Gerald Millerson's *Video Production Handbook* and *Camera Techniques*, (Focal Press, London/Boston: 1987) and *Directing the Television Commercial* by Ben Gradus (Directors Guild of America, Focal Press, New York: 1981). Students read about career opportunities in *Careers in Advertising* by S. William Patts, (VGM Career Horizons, NTC Publishing). Students then serve as directors, camera operators, crew and actors in the videotaping of their commercials.

WHO THE STAFF IS

Prior to teaching in the New York City Public School system, Anne Campbell produced television commercials and directed and performed in various stage and film productions. In 1974, Campbell received a grant from the Michigan State Council of the Arts to teach creative dramatics. William Gills, a math and computer teacher, has a master's degree in engineering and in economics, and was an engineer for 20 years. He has taught eight years at the university level and three years in the public school system.

WHAT YOU NEED

The program has been used in a variety of classroom settings. For example, this program was modified for a fourth grade ESL class that did not have access to a video camera. Students used an inexpensive still camera to recreate their storyboards on film. The commercial production process can also be adapted for radio advertisements that include dialogue and sound effects and can be recorded on an audio tape recorder.

More Information

Anne Campbell and
William Gills
John Jay High School
237 Seventh Avenue
Brooklyn, N.Y. 11215
(718) 788-1514
Principal: Henry Brun

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***English in 30 Seconds*** that includes:

- Program Overview
- Lessons
- Script and Storyboard

WHAT ELSE IS HELPFUL

Trips to the Center for Media Arts and the Museum of Broadcasting in Manhattan as well as invited speakers are helpful. Luis Argueta, a producer of Spanish television commercials, producers John and Roger Wee of Woo Art, and David Temple, a commercial cinematographer, were invited to speak to the class.

WHY IT WORKS

Writing and producing television commercials provides an excellent context for teaching ESL or language arts, math and computer skills. Group work promotes students' collaboration on ideas and the improvement of communicative skills, writing, drawing, and verbal skills in particular. Students begin at their own linguistic level and struggle to better communicate ideas and are motivated to expand their vocabulary. "Although my background in television gave birth to this idea," reveals Campbell, "I strongly believe that the concept is simple enough to be adapted by any teacher in a variety of settings." "Some of our students were motivated by the project and took video production classes for university credit. One such student was encouraged to enroll in classes at the Parson's School of Design," stated Gills proudly.

BEST COPY AVAILABLE

Stress Management for Children

Elementary School Physical Education — Grades K - 6

HOW IT WORKS

Stress Management for Children consists of a series of creative exercises that relax the body and calm the mind. The program helps to keep students' bodies limber and their minds focused on learning. Children learn to channel bottled-up tensions and release negative emotions. After stress management sessions, students gain greater physical flexibility, balance and control.

Many of the exercises are positions based on the movements of insects, animals and birds. The exercises can be done in a regular classroom, or a gym, on a large rug or on individual mats. The basic stress management warm-up consists of 12 movements done in slow motion, without strain or competition. The movements are accompanied by relaxing music. The warm-up can be done once, or repeated several times, depending on the age of the children. The children learn rhythmic movements and positions that imitate animal movements or objects such as a triangle or a car. Younger children particularly enjoy the mimicry of animal and object movements and sounds. Students of all ages enjoy the relaxation game played at the end of each session and being tested for "spaghetti arms."

Older students are taught to focus more on slow, rhythmic movement and to monitor their own breathing rate and pulse.

A copy of 12 movement warm-up exercises will be sent to teachers upon request.

WHO THE STAFF IS

Anandi Malcolm based her program on ancient yoga exercises. She has been a certified yoga instructor for the past 15 years and a classroom teacher for seven years.

More Information

Anandi Malcolm
P.S. 36 CSD 5
123 Morningside Avenue
New York, N.Y. 10027
(212) 690-5807, 8, 9
Principal:
Barbara Byrd-Bennett

WHAT YOU NEED

A large, open, and relatively quiet space is necessary. A large rug or individual body-size non-skid mats are necessary to cushion the body on the floor. Desks can be pushed back around the walls of a classroom. A tape-recorder or record player for music is used. The book and record *Be a Bird, a Frog, or a Tree* by Rachel Carr, (Harper & Row, New York: 1977) contains oral directions and pictures of poses.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Stress Management for Children*** that includes:

- Program Overview
- Instructional Strategies
- Articles
- Bibliography
- Resource List

WHAT ELSE IS HELPFUL

Teachers interested in taking yoga classes should contact: Integral Yoga Institute, 227 West 13th Street, New York, N.Y., (212) 929-0585, for a listing of workshops, courses, and classes.

WHY IT WORKS

This program helps students to relax and to gain greater self-control while improving listening skills, concentration and physical agility. Students become more aware of their own anatomy, and learn about animals. "Teachers interested in improving student behavior and attitudes will find this an effective and meaningful teaching strategy," declares Malcolm.

In Pursuit of Drug-Free Trivia

Elementary School Health Education — Grades 2 - 5

HOW IT WORKS

In Pursuit of Drug-Free Trivia uses the Trivial Pursuit game format in a drug prevention class. Lessons on behaviors that lead students away from the use of drugs are taught and a trivia question game is used to challenge students to learn. In the classroom and as part of assembly programs, students display their knowledge about drug prevention by playing the drug-free trivia question game.

All aspects of drug and substance (drinking and smoking) prevention are discussed throughout this program. Rather than dwelling on the disastrous effects of drug usage, this program emphasizes behaviors that lead someone away from drugs.

Examples of trivia questions include:

- Is it all right for you to drink alcohol if your parents and friends do it?
- Do you sometimes have to say "No!" even to your best friend?
- Can you get addicted by taking drugs, just one time?
- Do coffee, tea and cigarettes contain drugs?
- How long can marijuana stay in your body after smoking it?

The program allows the students to discuss the topic and to ask the questions that concern them. Simultaneously, the instructor assesses the students' understanding of the dangers of drug usage and responds appropriately.

WHO THE STAFF IS

Gregory Carrington was raised in the neighborhood where he now teaches and has experienced both the success and the failure of many community programs. Carrington is the coordinator of the Project Friend program in his school, leads a substance prevention/intervention network, and is also associated with the Boy Scout Program and the Little League.

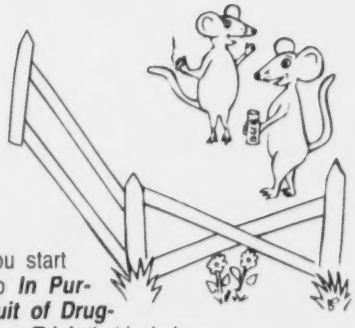
WHAT YOU NEED

The program requires the use of a classroom and an auditorium on occasion. Sometimes a film projector and screen, or television and VCR are needed to show the students audio-visual materials.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***In Pursuit of Drug-Free Trivia*** that includes:

- Program Overview
- Activities
- Sample Student Worksheet



WHAT ELSE IS HELPFUL

The program uses available community resources to help prevent children from becoming drug users.

WHY IT WORKS

According to disseminator Gregory Carrington, young students in school today need a lot of education about dangers of drug use. In this very positive program, young children, particularly those residing in areas of high drug usage, are taught the correct behaviors that will lead them away from drugs. "By creating a program that is entertaining and uses a trivia information format, my students eagerly learn how to resist drugs," says Carrington.

Any teacher who wants to emphasize drug prevention in the classroom will find the questions and answers in the program interesting and an entertaining way for students to learn the basics of drug prevention.

More Information

Gregory Carrington
P.S. 143 CSD 24
34-74 113th Street
Corona, N.Y. 11368
(718) 429-5700
Principal: Thomas Mays

Listen to the Heart Beat

Elementary School Physical Education — Grades 2 - 6

HOW IT WORKS

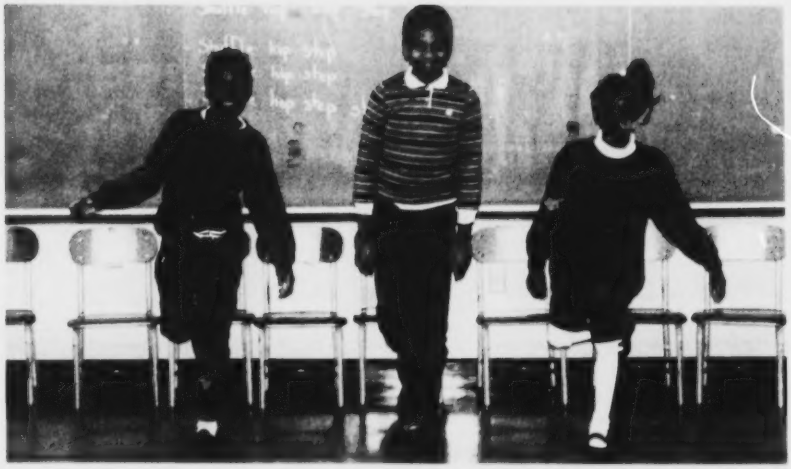
Listen to the Heart Beat is a multicultural program that uses tap dance as a way to explore the historical and cultural origins of dance and the importance of physical fitness. Students also develop an appreciation of their American heritage.

Students learn how different cultural groups in our city express themselves through dance, music, customs and language. The historical and cultural nature of selected ethnic songs and music is learned to provide ideas for dance programs based on specific themes. The classes perform for audiences of peers, parents, and professionals which builds up student self-confidence, self-esteem, and physical coordination.

The rhythmic control and quick footwork acquired through tap dancing improves balance and coordination. Cardiovascular fitness is developed as students learn dance routines, warm-up exercises, how to monitor their heart rate, and to cool down. Students are taught how to apply these exercises in order to increase self-awareness and monitor behavior.

WHO THE STAFF IS

Tavia Trusch is a registered dance/movement therapist and teacher. She has worked with special education children for eight years. Trusch developed a creative movement program for emotionally and mentally handicapped (SIE VI and SIE VII) students. Trusch received a grant from the Very Special Arts Festival in 1985 and won the Angela Zirpiadesw P.E. Award in 1988 for outstanding achievement in physical education for special education students. She has written several articles for the *Health and Fitness Chronicle* on the topic of dance therapy and creative movement for the special child and presented the program at the New York State Incentive Grant workshops.



WHAT YOU NEED

The materials required include records, record player, taps to attach to shoes, plywood practice boards, and material for costumes. A classroom with an open space is suggested. Wall mirrors would enhance the activities, but are not required.

More Information

Tavia Trusch
P.S. 23 @ Iris Hill Unit
244-20 Grand Central Parkway
Bellerose, N.Y. 11426
(718) 464-2900
Principal: Joseph Zacherman
Special Education Supervisor:
Beth Rudolph

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***Listen to the Heart Beat*** that includes:

- Program Guidelines
- Lessons and Worksheets
- Bibliography

WHAT ELSE IS HELPFUL

Trips to local dance studios are arranged to see dance demonstrations and to professional dance performances by the New York City Ballet, the Alvin Alley Dance Company or the Martha Graham Dance Company.

WHY IT WORKS

Students have opportunities to create without being judged. They learn techniques to control impulsive behavior, improve interpersonal skills and improve self-esteem. "The possibilities of learning through dance are virtually endless since movement is the child's universal language," notes Trusch.

A Healthy Tooth or Consequences

Elementary School Health Education Grades 1 - 4 Special Education

HOW IT WORKS

A Healthy Tooth or Consequences is a multi-disciplinary unit that makes use of the event of losing baby teeth to teach students good dental practices. In the process of learning about their teeth, the children practice math, social studies and the communication skills. In addition, children participate in music and art projects.

The loss of a baby tooth sparks some children's inquisitiveness about their teeth. The unit begins when a teacher notices that some children have lost their baby teeth. The question "How does it feel to have a window in your mouth?" is posed. This is what the rabbit in the book *Little Rabbit's Loose Tooth* by Lucy Bates (Crown Publishers, New York: 1975) calls the space in her mouth. After the book is read, the children select words to go into their individual vocabulary word banks.

The book *The Tooth Fairy* by Sharon Peters (Troll Associates, Mahwah, New Jersey: 1980) is also read. This book provides opportunities for echo and choral reading. A sample of a tooth fairy pillow is shown. The teacher demonstrates how to sew a tooth fairy pillow, a project each student masters.

Lessons on how to prevent tooth decay are initiated by showing the children a picture of a walrus. They are asked how they think a walrus would feel with a toothache. This leads into a discussion of ways of preventing tooth decay. A story from the *Kindergarten Growing Healthy in New York City Guide* (New York Academy of Medicine, New York: 1985) uses stick puppets, songs, and other activities to show the importance of healthy snacks. A teacher-made "Big Book" shows the parts of a tooth and the different types of teeth. In addition, we learn why it is important to visit the dentist.

The children are then introduced to the concept of non-fiction versus fiction when they compare the books *Doctor DeSoto* by William Steig (Scholastic Books, New York: 1982) and *My Dentist* by Harlow Rockwell (Greenwillow, New York: 1975). They also learn about careers in dental hygiene.

The unit culminates with a "healthy tooth" snack party. The children take home their tooth fairy pillows. The final activity is to have them brush their teeth after the party.

More Information

Barbara Masur
P.S. 95 CSD 10
3961 Hillman Avenue
Bronx, N.Y. 10463
(212) 220-8288
Principal: James Welber
Special Education Supervisor:
Mary Reilly

WHO THE STAFF IS

The program was developed and implemented by Barbara Masur a teacher of gifted and regular students for 16 years. She has conducted a reading program for special education students for the last 2 years. Masur is a recipient of a Council of Supervisors and Administrators grant for a kindergarten children's literature program.

WHAT YOU NEED

Additional books utilized include: *Careers in Dental Care*, Joyce K. Kessel (Lerner Publications, Minneapolis: 1984). The film strip, "Conquering the Cavity Creepies," can be requested from Crest School Program, Cincinnati Ohio, 45201. Calico cloth and ribbon, stuffing, needles and thread are needed to make tooth fairy pillows. For a teacher-made "Big Book," large sheets of oaktag, contact paper, and markers are needed. A tape recorder is also useful.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Healthy Tooth or Consequences*** that includes:

- Program Overview
- Activity Sheets
- Story

WHAT ELSE IS HELPFUL

No outside resources are needed.

WHY IT WORKS

"The real value of this program is that it incorporates an actual event in a child's life to give them health care information," explains Masur.

Safety First

Elementary School Health Education Special Education

HOW IT WORKS

The purpose of the ***Safety First*** program is to provide greater security for all students through identification availability, to develop pre-vocational skills in an interesting and motivating way, and to facilitate opportunities for meaningful interaction between special education students and the general school population.

The ***Safety First*** project involves the production of photo identification cards by students for the general school population. The program was created because it is important that all children carry some form of identification whenever leaving home. Unforeseen accidents may occur and identification could be difficult. Several local banks donated funds to our school to buy the Laminex Photo Identification System consisting of a special Data 400 Polaroid Camera, a die-cutter, and a laminating machine. A special education classroom is the production center for one day a week.

WHO THE STAFF IS

Susan Lamberti developed the program and has 22 years experience teaching in the New York City Public Schools. She was the recipient of a Title VI grant in 1978 entitled "Reverse-Mainstreaming in a Home-Living Unit." Two paraprofessionals, Kathy Vigliotti and Madeline Foti, assist the pupils during production sessions.

More Information

Susan Lamberti
P.S. 721 @ P.S. 19
780 Post Avenue
Staten Island, N.Y. 10310
(718) 981-8273
Principal and Special Education
Supervisor: Mary McInerney

WHAT YOU NEED

This project can be easily carried out in a typical classroom. The equipment needed is the Laminex System, a simple to use and hazard-free laminator. Expendable supplies include Polaroid 668 film, plastic laminating pouches and printed identification. cards.

The program could be carried out in different schools or sites by sharing the equipment that is easily transported in a carrying case.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***Safety First*** that includes:

- Program Overview
- Instructional Guidelines
- Lesson
- Resource List
- Supply List

WHAT ELSE IS HELPFUL

This project is self-contained and does not need outside resources.

WHY IT WORKS

This program provides a meaningful service to the school while helping students develop vocational and social skills. It creates an opportunity for the school to work as a community. "I would like to seek out other schools and agencies that would be interested in our service and plan to take our act on the road in the future. I believe this would expand my pupils experiences and improve their self-image as they learn to market ***Safety First***," said Lamberti.

BEST COPY AVAILABLE

High Fashion for Junior High

Junior High School Home Economics/Career Education — Grades 6 - 9

HOW IT WORKS

High Fashion for Junior High teaches students how to draw and design clothing. The students learn the history of clothing, textile science, color theory, and anatomy. They discover why trends develop and why people wear clothing. They also learn how to develop new concepts, including creating clothing for people with special needs. Careers in fashion are explored. A student portfolio is the culminating activity and is used as part of a high school entrance exam.

Class projects include a presentation on a designer of their choice and a five-minute speech to the class on the style of this designer. The students plan and execute a fashion show.

To learn how to design clothes, the class uses *A Student Reference Guide*, edited by Roberts, Cahill and Berke, (Fashion Institute of Technology, New York: 1977).

WHO THE STAFF IS

Denise Jennings developed and implemented the fashion class. Jennings has taught Home and Career Skills for four years and science for one year. She received a services award from the Bureau of Human Services, Home Economics/Health Careers Office. The Bureau is part of the Office of Occupational Education and provides supplies and machine repair services to Home/Career teachers. Prior to teaching, Jennings worked as an assistant designer for a junior sportswear company. Jennings is a member of her school's SBM/SDM team.

WHAT YOU NEED

Teachers need a diagram of a fashion figure which can be traced from fashion art books and magazines. Also needed are dress patterns, fabric and water colors.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***High Fashion for Junior High*** that includes:

- Program Overview
- Lessons
- Bibliography and Resource List

More Information

Denise Jennings
J.H.S. 275 CSD 23
985 Rockaway Avenue
Brooklyn, N.Y. 11212
(718) 495-7833
Principal: Robert Adams

WHAT ELSE IS HELPFUL

Outside resources include visits to the garment industry on Seventh Avenue in Manhattan to shop for supplies, and visits to the Brooklyn Museum, and the High School of Fashion Industries. Nellie Adams, assistant designer at Pliers Junior Sportswear, Inc. is a volunteer consultant to the program. Parents and staff donate fabric to the class.

WHY IT WORKS

"To me, there is nothing greater than helping a student discover and develop a new talent. My program has helped to raise the students' level of self-esteem because they see beautiful results after great effort and hard work. I have a waiting list of students that want to join the class but space is limited," reveals Jennings. "A teacher who is creative or artistic can start a program like this with drawing paper and colored pencils."

Education and Training for a Career-ETC

High School Career Education — Special Education

HOW IT WORKS

The ***Education and Training for a Career (ETC)*** program was created to motivate learning disabled at-risk students to remain in school and to earn a diploma. The program goal is to train students in skills that will allow them to finish school with job experience and to become productive members of society. The ETC program also aims to educate the community about the true capabilities of learning disabled students. Although most do not have standard high school diplomas, many can and do perform jobs equal to other high school graduates when given the training and the chance.

ETC is a model program that shows that a collaborative effort between the educational and business community is possible and mutually beneficial. The New York City High School Special Education Division works with Bayley Seton Hospital to implement a co-op program for juniors and seniors and a work-study program for sophomores. Students are also encouraged to volunteer community service time to the American Red Cross at Bayley Seton Hospital. This project is one example of an education-business collaboration that is supported by the New York City Public School system.

All ETC students receive job readiness training and work experience, participate in social and cultural enrichment programs, workshops and monthly seminars on career advisement, and individual and group counseling and tutorial services.

WHO THE STAFF IS

Eileen G. Krieg was a paraprofessional before becoming a teacher of special education students at both the elementary and secondary levels. With Vincent Bono, she won an IMPACT II grant for "The Teacher Wanna-Bees" in 1986-87 and Krieg also received a Business Week-MacMillan/McGraw Hill grant for this program. She co-authored an article in the IMPACT II *New Teachers Handbook*.

The ETC advisory council includes hospital staff, parents, community volunteers and other education personnel.

WHAT YOU NEED

The ETC program is based at Bayley Seton Hospital on Staten Island. Thirteen work sites are presently used within the hospital and the IMPACT II office is one outside site. A small office for conferences and instruction and a telephone for the teacher are required. A large conference room, or recreation room, is needed for the monthly workshops and seminars.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Education and Training for a Career (ETC)*** that includes:

- Program Overview
- Instructional Guidelines
- Resource List
- Loan of ETC videotape

WHAT ELSE IS HELPFUL

Guests from the community and the hospital staff are invited to speak at workshops and seminars. The Staten Island service clubs, such as Mid-Island Kiwanas and the Red Cross, provide job training sites and sponsor cultural and enrichment programs. For example, Richmondtown Restoration of the Staten Island Historical Society hosted a candlemaking workshop for the students.

WHY IT WORKS

"The overall value of the ETC program is to instill the philosophy, 'Yes you can, if only you try.' Our students learn they can be achievers and can have a positive future after high school. Their sense of esteem, confidence and worth is developed and nurtured through the interest of the professionals involved in the program. The interaction between the students and the sense of family we create strengthens their development of positive interpersonal relationships. The program proves that we are definitely our brother's keeper," concludes Krieg.

More Information

Eileen G. Krieg
New Dorp High School
465 New Dorp Lane
Staten Island, N.Y. 10306
(718) 667-8686 or 390-5665
Principal: Elizabeth A. Sciabarra
Special Education Supervisor:
Michael Tobin

BEST COPY AVAILABLE

Hot Beans

Elementary School Mathematics — Grades K - 4

HOW IT WORKS

Hot Beans is a simple and inexpensive math game that provides students opportunity to learn and then review basic math facts, operations and language at school and at home. The game is part of a "Math In A Box" program of simple, stimulating games that provide a variety of classroom activities. Whole class and small group instruction, peer tutoring, and learning centers are teaching methods used. There is also a component that involves parents at home.

The children learn how to follow instructions, perceive similarities and differences through sorting, and discriminate a part from the whole. The game format involves the use of 20 lima beans that have been painted red on one side and the use of a small handled pan. First, the children pour out ten beans and sort them according to color. Each color is assigned a numerical value. Students add the value of their ten beans and a winner is determined. Mathematical concepts such as greater and less than and sequencing from greatest to smallest is reinforced. Variations on ***Hot Beans*** can reinforce other math such as the introduction of sets, multiplication, number families and expanded notation. Adding sets of other colored beans of different values adds variation and increases the difficulty of the game.

WHO THE STAFF IS

Dale Telmer, an elementary school teacher for seven years, developed the game. She originally developed the program for use in her remedial math pull-out program for primary grades. The game is now part of an enrichment kindergarten program. Regular and special education teachers find ***Hot Beans*** a useful hands-on activity.

WHAT YOU NEED

The game requires 20 beans, a set of waterproof magic markers to color the beans, and a small pot. A blackboard, easel, paper, and pencil or marker can be used for scorekeeping. A number line, or simple hand calculator, is used to help in computation and to check answers.

More Information

Dale Telmer
P.S. 38 CSD 29
135-21 241st Street
Rosedale, N.Y. 11422
(718) 528-2276
Principal: John Gleason

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Hot Beans*** that includes:

- Program Overview
- Lessons

WHAT ELSE IS HELPFUL

No outside resources are required.

WHY IT WORKS

Through this game, students of all abilities have an opportunity to improve their math skills. For many students, mathematics is stressful and creates anxiety. ***Hot Beans*** turns learning into a game that provides a positive atmosphere for learning mathematics. "Hands-on experiences helps the teacher give students a concrete visual tool to make each student experience a success," offers Telmer.

Take Me Out to the Ballgame

Elementary School Mathematics — Grade 4

HOW IT WORKS

Take Me Out to the Ballgame is an interdisciplinary program with a focus on mathematics. After all, baseball is a game of numbers. In this program, great baseball players such as Hank Aaron, Babe Ruth, Willie Mays, Joe Dimaggio, and Jackie Robinson are thought of in terms of their achievement as represented numerically. The students learn math skills to figure out statistics. Beginning with simple addition, students add up total hits, runs, wins and other statistics, and advance to figuring out the earned-run average of a pitcher. Students use computers to design graphs that represent the relationship of one player's career statistics to anothers from information learned from newspapers and baseball cards.

Daily newspapers provide the basic information, including box scores, standings, averages, and names of individual leaders. The program not only explains how to solve statistics problems, but also uses other skills. For example, social studies is incorporated into the program by learning about the cities, establishing the latitude and longitude of the cities, and researching climate conditions for the different parts of the country. Language arts is taught through the writing process. Each student writes to their favorite player, or team. Art can be incorporated very easily by having your students draw or paint pictures with baseball themes or make self-portrait baseball cards. The students fill in the blanks using the information provided on the card itself.

Further down the line, Bernstein teaches graphing. Social studies map skills are introduced to students as they locate the cities the ballplayers play in, or where they were born. Understanding the distances between cities involves math and map skills.

Few materials are necessary to start out this program, a newspaper and baseball cards may excite your students so that they may even enjoy math!

WHO THE STAFF IS

Herb Bernstein developed this program in 1972. It can be implemented by a regular or math teacher. Parents and paraprofessionals work with students on an individual or group basis.

More Information

Herb Bernstein
P.S. 95 CSD 10
3961 Hillman Avenue
Bronx, N.Y. 10463
(212) 220-8288
Principal: James Welber

WHAT YOU NEED

Computer programs such as "Bank Street Filer," "Bank Street Writer," "Graph It," and "ComputerEyes" are useful, but not necessary. Art materials needed include drawing paper, graph paper, construction paper, and glue. If students are going to make baseball cards, they use their own photographs, take photographs or ask other students to draw pictures of themselves.

This program can be done inexpensively. Daily newspapers and baseball cards help with compiling statistics.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Take Me Out to the Ballgame*** that includes:

- Program Outline
- Instructional Strategies
- Activity Sheets
- Lessons
- Bibliography

WHAT ELSE IS HELPFUL

Bernstein arranges visits by major league baseball players to his classroom. A trip to a baseball game enhances the program because students are asked to keep score and record the game's statistics. Letter writing to baseball statisticians provides students with an additional source of information.

WHY IT WORKS

"This program is easy to administer and is fun to do," Bernstein enthuses. "For the teacher with a gifted class, this program will provide enrichment. For the teacher of the underachiever, this program will provide remediation. For the teacher of the average student, this program will provide challenges. For all teachers, this program will provide the excitement and motivation needed to help boys and girls want to learn."

Architectural Lines Alive

Elementary School Mathematics — Grades 4 and 5

HOW IT WORKS

Architectural Lines Alive teaches students about the environment of buildings. The program teaches them to construct two- and three-dimensional scale models from their own architectural drawings. Children are first confronted by a large cardboard construction, teacher-made from a box 8' x 8' x 9'. The box has no visible means of entry. It's a true monolith. In cooperative teams, students discuss various strategies to enter the box. These sessions culminate in measuring the box and learning how to draw it in two dimensions. The class must come to an agreement on a standardized system of measurement to represent two-dimensional architectural views on plain paper. Various models in a scale familiar to children are presented and then the box is again represented on graph paper. Each team then is introduced to the use of the architect's scale. The students then represent the box in two dimensions in a scale of their choice. The teacher assists the students in designing, from their plans, a scale model of their original construction in three dimensions. This model is also drawn on a grid to match the original. Any team-designed system of doors, windows, skylights, clerestories, or vents can be transferred from plan to model to original. Each team has the opportunity to try several systems on their own model, and then on the box. Any cuts into the large box can be retaped to give the next team a fresh surface.

This takes place over several weeks. A series of lesson plans for this phase and a set of guidelines and prior activities are available and include lessons on learning to represent volume on graph paper, how to construct small buildings from Cuisenaire rods, and how to transfer buildings to color on graph paper. Math lessons for a two-month period are also available.

WHO THE STAFF IS

Ronald Marc Feinstein developed this curriculum while teaching science at the Hunter College Elementary School. He is a previous recipient of an IMPACT II grant for a program in chemistry and conducted numerous science workshops for the Teacher Center at Hunter College.

WHAT YOU NEED

The following is an ideal materials list for this project: pre-cut flat cardboard pieces, tape guns, vinyl adhesive tape, markers, meter sticks, architect's scales, T-squares, graph paper and tracing paper. Optional equipment includes: right triangles, Cuisenaire rods and opaque projector.

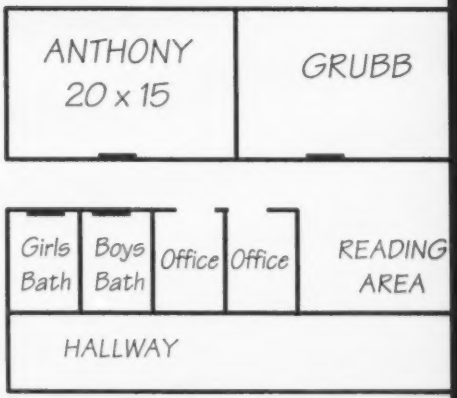
WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Architectural Lines Alive*** that includes:

- Program Overview
- Lessons and Activities
- Follow-up Strategies
- Resource List

More Information

Ronald Marc Feinstein
P.S. 234 CSD 2
292 Greenwich Street
New York, N.Y. 10007
(212) 233-6034
Principal: Anna Switzer



WHAT ELSE IS HELPFUL

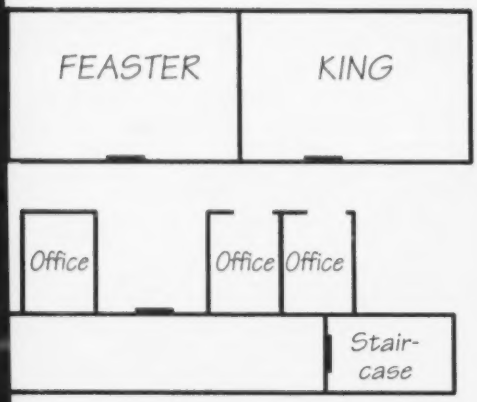
The Museum of Modern Art has an excellent permanent exhibition of architect models. Parents who are architects are invited to school to share their skills and to donate a blueprint. The catalog of the exhibit, "Forging a Metropolis," from the Downtown Whitney Museum has excellent copies of sketches and paintings of historic New York City, from old New Amsterdam to the present.

WHY IT WORKS

These activities are extremely motivating for children and they present important and complex mathematical concepts in a non-threatening format. "When art and technology merge, many children may not realize that they are learning sophisticated new mathematical concepts," confides Feinstein.

From Blueprints—Career Planning

Elementary Science, Mathematics Grade 5



HOW IT WORKS

In the first phase of ***From Blueprints—Career Planning***, students design a home. They create a blueprint for construction that is drawn to scale and use the blueprint to construct a scale model from their design. The initial phase of the project involves students submitting original designs to small student groups. Each group evaluates the individual designs and incorporates them into one group design.

In phase two of the program, students create a blueprint drawn to scale. Students will decide upon which scale to use (for example, one inch equals one foot) and employ this scale in drawing their blueprint.

In phase three, students will construct a scale model. Tongue depressors are used for the construction material and a plywood sheet is the base. Students work from a blueprint. The completed project is an accurate representation of the design, but with no roof. The blueprint is hung above the model with a description of the model making process next to the blueprint.

WHO THE STAFF IS

The program was developed by Steven Hirsh, a teacher of 13 years. He has taught grades three, four, and five, as the math lab teacher, and is currently the math teacher trainer.

WHAT YOU NEED

The necessary equipment is one plywood sheet, 4" x 8" for every ten students, tongue depressors, wood glue, and large paper for blueprints.

More Information

Steven Hirsh
P.S. 153 CSD 6
1750 Amsterdam Avenue
New York, N.Y. 10031
(212) 927-8611
Principal: Lloyd McD. Campbell

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***From Blueprints—Career Planning*** that includes:

- Program Overview
- Lessons
- Resource List

WHAT ELSE IS HELPFUL

The public library provided reference books on home construction layout and design. A local construction site visit provided the chance to observe the building process from the foundation upwards.

WHY IT WORKS

The program provides students with an opportunity to carry a project from planning to completion. It provides an opportunity for cooperative learning. It teaches students to think critically. Math skills are strengthened by developing a design and a scale for construction. The actual construction process allows the children to understand the relationship between planning and goal. "It sets up a basis for career planning and an introduction to career education," believes Hirsh.

Take It to the Bank

High School Mathematics Special Education

HOW IT WORKS

Take It to the Bank is a math program about the various ways to manage money. The program involves several activities covering various banking skills such as making deposits, withdrawing money, and writing a check. Each activity can be geared toward many interests and most ability levels. Throughout this program students are given real life experience in managing money.

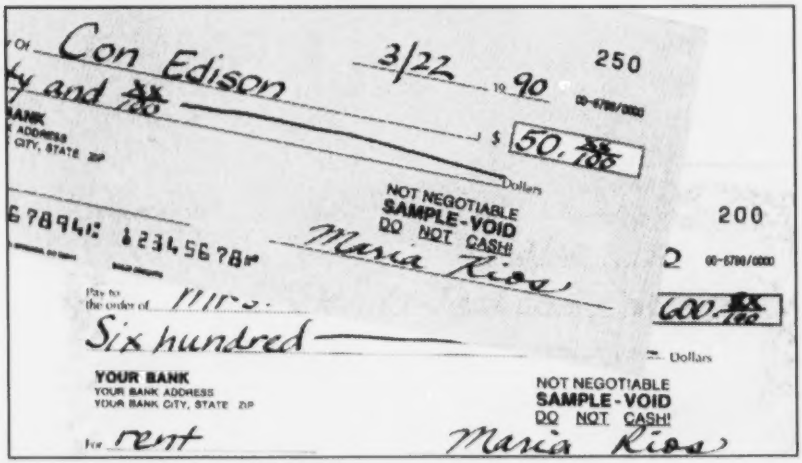
At the start of the program, students are asked about their future job interest. They discuss why they need a source of income, and how to manage the money they will make. They are next asked to choose a job from the classified ads. Based on the imaginary income from this job, they plan a budget and learn to make monthly payments. They rent an apartment and buy a car. Students receive paychecks on a weekly basis. On payday, they make various banking transactions and budget decisions. Throughout the program students practice math skills and make important decisions about managing their money. The skills learned are reinforced through homework assignments and audiovisual aids.

WHO THE STAFF IS

Regine Dejean developed and implemented this program recently. She has six years of teaching experience and works as an adjunct lecturer in reading at City College. Any teacher can implement this program and no assistance is required.

WHAT YOU NEED

This program can be used in any elementary classroom or junior/senior high school math class. An overhead projector is useful, but not essential. Access to a Xerox or rexograph machine is helpful. The textbook *Consumer Mathematics* by Francis G. French (Prentice-Hall, New York: 1989) is a nice supplement. It provides detailed lessons on various related math skills.



WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Take It to the Bank*** that includes:

- Program Overview
- Lessons
- Vocabulary List
- Survey

WHAT ELSE IS HELPFUL

Good use can be made of the school and public libraries, especially to find out about careers in banking. A trip to a local savings bank and a guest speaker from a bank can be planned. Videotapes, or films, related to banking and banking careers can be used.

WHY IT WORKS

This program provides an opportunity for students to experience adult life situations that involve not only a knowledge of basic math and reading skills but decision-making, problem solving and critical thinking. Students learn that skills gained in school can apply to real life. "Students become more involved in the learning process and are motivated to participate because they take responsibility for managing their own lives in an adult fashion," asserts Dejean.

More Information

Regine Dejean
Richmond Hill High School
89-30 114th Street
Richmond Hill, N.Y. 11418
(718) 846-3335
Principal: David Kroun
Special Education Supervisor:
Carolyn Goodrich

BEST COPY AVAILABLE

A Little Snail Shall Lead Them

Elementary School Science — Grades K - 2

HOW IT WORKS

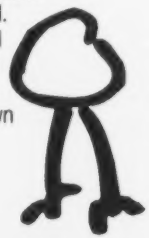
A Little Snail Shall Lead Them is a hands-on interdisciplinary program that promotes multicultural understanding and incorporates aspects of science, language arts and music. The program focuses on the observation of ordinary garden snails in a special learning center. The program compares the snail community to a society of cooperative, thriving humans.

The class observes the snails as they eat, drink, move, see, feel and "sleep" in their portable plastic homes. Students use a simple hand microscope to observe the many varieties in size and shell colorations. The children offer various foods to the snails and soon discover that snails prefer only a few kinds of fruits and vegetables. They marvel at the eyes moving on retractable stalk-like projections, the mouths that operate like mini roto-rooters and the single foot that clings to objects like a magnet and leaves a slimy trail.

Students graph the varieties of shell colorations and note the endless combinations of colors, size and stripes with no two exactly alike. They also observe that the snails ride on one another's backs, mate, and create snail pyramids, with no pattern of segregation. Next students note that their classmates are similarly unlike in appearance. They read the story book, *The Biggest House in the World*, by Leo Lionni (Random House, New York: 1975) and discuss the implications of greed and envy.

Students learn to doctor a snail with a hole in its shell. They also dictate stories, make drawings and color pasta shells to reflect their fascination with the snail.

The snail is regarded as a visual symbol of eternity. They have peacefully coexisted since before the age of mammals and have shown no signs of becoming extinct.

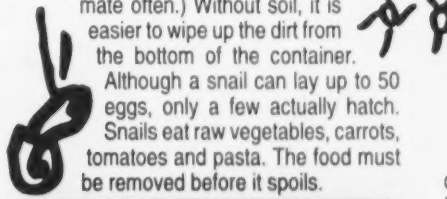


WHO THE STAFF IS

Marylin Kurlan Sperling developed this program in 1986 when she discovered a snail on a rosebush in her yard. A previous winner of IMPACT II Disseminator Grants, she has taught early childhood classes for 17 years. A paraprofessional and a family worker are invaluable as extra pairs of eyes and hands—very welcome when handling such delicate creatures (snails and children)! She also has the good fortune of having an administration that is nurturing and supportive of all her efforts. Parents have, on occasion, brought in snails, and one even offered a sand crab.

WHAT YOU NEED

Snails reside in ventilated plastic containers with handles that are sold in pet stores to house hamsters or turtles. If the snails are to lay eggs, they will need a moist environment, preferably some soil with pebbles for drainage. (Snails are hermaphroditic and they mate often.) Without soil, it is easier to wipe up the dirt from the bottom of the container. Although a snail can lay up to 50 eggs, only a few actually hatch. Snails eat raw vegetables, carrots, tomatoes and pasta. The food must be removed before it spoils.



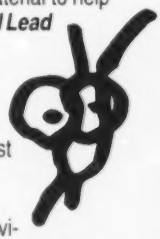
More Information

Marylin Kurlan Sperling
P.S. 182 CSD 28
90-36 150th Street
Jamaica, N.Y. 11435
(718) 291-8500
Principal: Anne M. Gargan

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***A Little Snail Shall Lead Them*** that includes:

- Program Overview
- Instructional Strategies
- Lessons
- Bibliography & Resource List



WHAT ELSE IS HELPFUL

A field trip to the Alley Pond Environmental Center might yield some hands-on experiences with snails, or some of their close relatives. At the American Museum of Natural History, there is an exhibit of mollusks. The New York Aquarium has some living members of the mollusk family to observe. The Staten Island Zoo is also an excellent place to observe mollusks and crustaceans. There are literally dozens of books at any public library on snails, fictional and factual. *The Snail* (The Wright Group, San Diego: 1988) is one of many available books.

WHY IT WORKS

Snails are inexpensive, low maintenance pets that motivate students by appealing to their sense of curiosity. Observational skills and learning about interrelationships is emphasized. "I attempt to address multicultural issues using my snail community. Discussions on the positive nature of human diversity results from comparisons of people to snails. So, bring out your scales, rulers, tape measures, magnifiers, crayons, experience charts, tape recorders, cameras and let the children and the snails set the stage for learning. Any biological supply house can provide a source for snails, in case your backyard is not as providential as mine!," exclaims Sperling.

Trashbashers

Elementary School Science — Grades K - 6

HOW IT WORKS

Trashbashers is an environmental education program that involves students in precycling and recycling activities. The purpose of the program is to promote understanding of the environmental impact of waste management and recycling on local communities and the city.

A weekly park maintenance program begins by contacting the New York City Parks and Recreation Department to request start-up waste management supplies (gloves, brooms, pick-up pans) to support the initial program needs. Students engage in weekly maintenance activities to identify and sort litter into recycling material and disposable garbage. Recyclable material is returned weekly by another class in our school to businesses that accept material in the local community. Disposable material is also sorted into usable/nonusable material; usable material is collected and used by students in developing three-dimensional sculptures that are displayed at an annual recycling fair. This material has been used by students to create building designs, bracelets, necklaces, and Christmas tree ornaments. Students use suji wire donated by the New York Telephone Company and recyclable small objects to build a three-dimensional diorama of the park, including benches, trees, walkways, and figures.

Students raised funds to adopt a pet from the Alley Pond Environmental Center. The funds provide for the medical supplies, food, and daily care of a opossum the students named "Opie." The students raised money to purchase materials to build a new shelter for Opie and some became involved in the actual construction of the shelter. Additional projects include painting a mural on a park wall and park benches, keeping a work log journal, and making a dictionary of tools.

Local folk often stop and ask the children questions about the ***Trashbashers*** project and encourage them to continue their efforts. The students see themselves in positive roles and as assets to the community.

WHO THE STAFF IS

Ella Stark, a special educator with 10 years teaching experience, developed ***Trashbashers***. The program is implemented by two classroom teachers using a team teaching approach. Paraprofessional staff are involved in all activities, inside and outside the classroom and staff from the Alley Pond Environmental Center are also involved in program activities.

More Information

Ella Stark
P.S. 224 at P.S. 205
75-25 Bell Blvd.
Bayside, N.Y. 11364
(718) 343-4610
Principal: Norma Sachs
Special Education Supervisor:
Joan Traynor

WHAT YOU NEED

Students visit a local park to collect recycling material. They visit and receive visits from staff at the Alley Pond Environmental Center. The equipment needed to implement the program includes: brooms, plastic bags, pick-up pans, gloves, tools, hardware, and painting supplies such as paint, brushes and cleaning materials.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator you will be sent a packet of material to help you start up ***Trashbashers*** that includes:

- Program Overview
- Instructional Strategies
- Lessons
- Bibliography and Resource List

WHAT ELSE IS HELPFUL

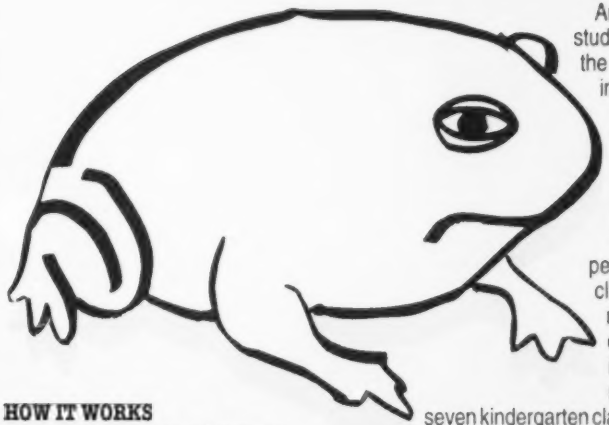
Participants engage in weekly recycling activities in the park. Students visit the Alley Pond Environmental Center three or four times a year and guest speakers from the center instruct students on environmental issues two or three times a year. The project is supported by the New York City Department of Parks and Recreation whose Director of Community Relations, Anthony Andrews, visited the school to thank students for their project and to encourage them to continue.

WHY IT WORKS

The program meets science curriculum requirements while engendering a sense of maturity and responsibility in students. Children become active members of the community through the community beautification projects. "I have found that students who have difficulty making friends, or relating to adults, learn to work side by side with their classmates as ***trashbashers***," reports Stark.

Leaping Lizards and Other Living Creatures

Elementary School Science — Grade 1



HOW IT WORKS

Leaping Lizards and Other Living Creatures encourages students to gain knowledge of the world of various living creatures through research and first-hand experience. Students learn about reptiles, insects and worms—their habits, physical characteristics, environments and importance in the life cycle.

Schools and public libraries are excellent sources of information on reptiles, insects and worms. Children are encouraged to read and share books such as *Reptiles, A New True Book*, (Children's Press, Chicago: 1982). Trips to places like the Alley Pond Environmental Center, the Bronx Zoo's Reptile House, the Staten Island Zoo and the Science Museum of Long Island enhance the program.

Some lessons include constructing a terrarium habitat in a fish tank and learning which living creatures could survive there. Two anoles, or chameleons, are brought to class as an example of the reptile world and become class pets. From this point on, the students are responsible for the anoles' care and make daily observation.

An ongoing record of students' observations on the anoles is maintained in a diary written and illustrated by the class. The diary is in the form of a "Big Book" and includes the work of every student. It becomes a permanent part of the class library. As a culminating activity, the students take turns sharing their Big Books and student models with seven kindergarten classes. A similar procedure is followed for butterflies and insects, worms, frogs and spiders. All records become a part of the class library. Students use read-a-long tapes in the class listening center and science center.

WHO THE STAFF IS

The program was developed by Lenore Furstein. She has teaching experience on the high school, junior high school and elementary level. In 1990, she received a UFT Teacher's Consortium Grant award for a math program. The program is implemented by the classroom teacher without assistants.

More Information

Lenore Furstein
P.S. 251 CSD 29
144-51 Arthur Street
Springfield Gardens, N.Y. 11413
(718) 276-2745
Principal: Millicent Gormandy

WHAT YOU NEED

The classroom should have sufficient electrical outlets, a classroom library, a science center, and a listening center, to accommodate up to four children, if possible. A list of useful materials, supplies, audiocassettes and texts is available upon request.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Leaping Lizards and Other Living Creatures*** that includes:

- Program Guidelines
- Lessons
- Observation Sheets
- Bibliography
- Resource List

WHAT ELSE YOU NEED

I found the following trips helpful: A guided tour furnished by Friends of the Zoo at the Bronx Zoo, the Alley Pond Environmental Center, the Staten Island Zoo, the Hempstead Lake State Park, the Long Island Museum of Science in Roslyn, the Springfield Gardens Park and the local public library.

WHY IT WORKS

The hands-on aspect of the program encourages the type of exploration that students relate to, and builds upon their own life experiences. The program fosters an atmosphere of cooperative learning and student camaraderie. Students observe, record, question, discover and share their acquired knowledge. Teachers can adapt this science program to their class needs—improvising, narrowing, or expanding the focus. The program accommodates various ability, age, and interest levels. It is an ongoing project and allows for independent, small group research, or whole class involvement.

Finding the Moon

Elementary School Science — Grades 2 - 4

HOW IT WORKS

Finding the Moon is a science program that encourages children to think and learn independently about the moon. Through creative hands-on investigations, this interdisciplinary unit integrates science with research skills, mathematics, reading, writing, art, cooking, and higher-level thinking skills.

The objective of the program is to teach students *how* to learn. Children work in small cooperative learning groups tackling problems centered around informal observations of the moon. Children begin by guessing what the moon looks like on a particular day and recording their predictions on a class wall chart. Daily excursions outdoors consist of observing the moon in the day sky and drawing the shape and location of the moon from the horizon lines. Students keep a log to record observations about how the moon moves and how its shape changes in the night sky. This home assignment can involve parents who wish to join their children in "finding the moon." Back in the classroom, students construct moon phase flip books, zoetropes to identify and classify the different phases of the moon, and tackle questions like, "What makes the moonlight?".

Math concepts such as graphing are reinforced as students compare the relative size and weight of the moon with the Earth, using a balance scale, marbles and various size balls. Groups synthesize their research and create either oral reports or three-dimensional models that show similarities and differences between the moon and the Earth.

Many activities are done with moon themes. Children read books about the moon like *The Boy Who Ate the Moon* by Chrisopher King, (Philomel Books, New York: 1988) and *The Truth About the Moon* by Claire Bess, (Houghton Mifflin Co., Boston: 1983) and then create a puppet theater. They construct stick puppets for the characters, and

perform the story. Child authors enjoy brainstorming descriptive words for picture poems to express how one feels when looking at the moon. Children become travel agents and design and write brochures and paint posters to advertise a special trip to the moon. Children make and wear moon phase crowns and bake moon phase cookies.

WHO THE STAFF IS

Barbara Cozza developed and implemented this program. She is currently studying for her PhD in curriculum and research at Fordham University. Cozza has 12 years of teaching experience on the elementary level. She is founder and coordinator of the Discovery Center, a hands-on interdisciplinary science resource laboratory at the Straus Magnet School of Science, in District 3.

More Information

Barbara Cozza
P.S. 199 CSD 3
270 West 70th Street
New York, N.Y. 10023
(212) 678-2833
Principal: Richard Boccadoro

WHAT YOU NEED

This program can be used in the regular and special education classroom. Students use daily newspapers and *The Old Farmer's Almanac* (available in drugstores or newsstands) to find the current phase of the moon and the specific time the moon rises and sets. Library resource books include *All About the Moon* by David I. Adler (Troll Associates, New Jersey: 1983) and a filmstrip by National Geographic Society, "Earth, Moon, Sun, and Space."

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Finding the Moon*** that includes:

- Program Overview
- Lessons and Activity Worksheets
- Bibliography

WHAT ELSE IS HELPFUL

A field trip to the Hayden Planetarium, the American Museum of Natural History, or the Star Lab at the New York Hall of Science can all be enriching settings to complement a unit on the moon. The local and school libraries and outdoor excursions are also invaluable experiences.

WHY IT WORKS

In this program, children learn to think and learn independently and personally acquire knowledge. "Children feel good about themselves and they have a sense of success because I do not pressure them to have correct answers," explains Cozza. "Everyone shares ideas and learns about the moon from each other. We use hands-on, interdisciplinary activities and a wide assortment of materials to enhance the program and make learning about the moon enjoyable."

On the Trail to Learning

Elementary School Science and High School Biology Grades 5, 11, 12

HOW IT WORKS

On the Trail to Learning is a program designed to teach fifth grade students science by using the park as an outdoor classroom. High school students serve as assistant teachers. The program is conducted once a week, for two periods or an hour and a half, throughout the school year. The lessons coincide with seasonal changes and complement the concepts listed in the *New York State Science Syllabus*.

Students of Martin Van Buren High School who are mostly African-American and Hispanic are trained as science teachers for groups of fifth graders who are mostly Asian or Caucasian. They meet weekly to learn ecological principles, get first-hand experience in environmental projects and meet in each other's schools to review concepts studied outdoors.

A trail blazed and maintained by students for the past four years is used. Students are given a "Values Survey" before going out on the trail and a survey form from Alley Pond Environmental Center about pollution. Activities include a leaf scavenger hunt with older students helping younger ones identify leaves according to shape, veins, margins, and the position on the tree.

Walks vary with the seasons. In the fall, students learn to classify trees. In November, they find evidence of winter adaptation. By December, they are ready for their first environmental action campaign, a Christmas tree recycling program. Lessons during the coldest months include finding and identifying animal tracks in the snow, observing snowflakes with hand lenses, or taking pictures of various sites on the trail to use as a basis for a writing activity. Trips taken jointly with the high school class provide opportunities for friendships to develop between students of different ages.

In April students seek support from schools, parent groups, neighborhood and political leaders for a clean-up operation.

May is the month for life cycles and a pond-study. Pond water samples are brought to the high school because there are enough microscopes for all to use. The fifth graders are always excited to be in a high school, and amazed to see the variety of life in what looks like clear water.

The month of June is reserved for reflection, trail inspection and restoration. At this time students retake the Values Assessment Survey to see the improvement in science studies each student has made.

The culminating activity is a picnic in the park!

WHO THE STAFF IS

Judy Intraub and Howard Gottehrer developed the program together over the past four years. The program received a UFT Teachers Center Consortium grant and an environmental award from the Alley Pond Environmental Center. Both teachers have more than 18 years of teaching experience. Intraub is a science teacher with a degree in bacteriology. She is currently a vice president of the Elementary School Science Association. Gottehrer has a degree in environmental science and teaches classes in biology and conservation. The program employs the services of the Council on the Environment-New York City and representatives of the City of New York, Department of Parks and Recreation.

WHAT YOU NEED

This program requires the use of the outdoors as a classroom, but that does not necessarily mean a park. Any schoolyard, vacant lot, or city sidewalk will do. The materials are simple clipboards, binoculars, hand lenses that can be shared. Field guides to trees, insects, flowers and birds are valuable resources. Cameras are desirable, but not necessary.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***On the Trail to Learning*** that includes:

- Program Overview
- Instructional Guidelines
- Lessons
- Songs
- Experiments

WHAT ELSE IS HELPFUL

Trips to environmental facilities are an important part of the program. Some of these include: Gateway Environmental Education Center, Alley Pond Environmental Center, and Jamaica Bay Wildlife Refuge. The Council on the Environment provides assistance with environmental action projects such as clean-ups and recycling. Guest speakers are available from the environmental centers, the Urban Park Rangers and the Department of Environmental Protection.

WHY IT WORKS

Two pressing issues of our times are multicultural relations and the preservation of our environment. Our program addresses both of these problems in a unique way. High school students teach younger students of different ethnic backgrounds and in the process they learn about each other's culture. Students gain knowledge and respect for cultural diversity, and the delicate balance of nature. This gives them the tools to help bring people and nature into greater harmony.

"One Saturday, I ran into a student showing her parents the trail," says Intraub, "and it was a greatest feeling of success to see my student sharing what she had learned."

More Information

Judy Intraub
P.S. 213 CSD 26
231-02 67th Avenue
Bayside, N.Y. 11364
(718) 428-0494
Principal: Malcolm Cooper

and

Howard Gottehrer
Martin Van Buren High School
Hillside Avenue & 232nd Street
Queens Village, N.Y. 11427
(718) 776-4728
Principal: Burt Zuckerman

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Library Earth-Links

Junior High School Science — Grades 7 - 9

HOW IT WORKS

Library Earth-Links is an interdisciplinary program that teaches students to research environmental topics and design a format for sharing their information. The purpose of the program is to promote environmental awareness and to enable students to develop expertise in environmental issues. Cooperative planning between subject area teachers and home and career students results in a focused project design that identifies environmentally safe consumer products. For example, science students created a miniature rain forest and prepared an exhibit of products from the rain forest. A group of math students gathered statistics, designed graphs and charts, and made placards with facts such as, "the junk mail Americans receive in one day could produce enough energy to heat 250,000 homes." Students from the music class wrote an earth rap and art students created the posters. Members of the Law Club researched the bills pending in Congress that deal with environmental matters, prepared a petition, and collected signatures to support the bills. A secondary activity is a project to create crafts from disposable items.

Library Earth-Links culminates with an open house "Earth Day Expo" in the library. The students, now experts in their fields, staff the exhibit tables and along with representatives from Gateway Environmental Study Center, New York City Council on the Environment and the City of New York Parks and Recreation Department, guide guests through the various environmental exhibits.

WHO THE STAFF IS

The program was developed by Carol Bilge, a librarian with 17 years of experience. She attended the Teacher Training Institute for Science, Television and Technology sponsored by WNET-Thirteen and learned to integrate instructional television into the curriculum.

More Information

Carol Bilge
J.H.S. 226 CSD 27
121-10 Rockaway Blvd.
South Ozone Park, N.Y. 11420
(718) 843-2260
Principal: John Baxter

WHAT YOU NEED

The program may be conducted in either a library or a regular classroom. *Design for a Livable Planet*, by Jon Naar (Harper and Row, New York: 1990) and *50 Simple Things You Can Do to Save the Earth*, by the Earthworks Group (Berkeley, CA: 1989) are excellent resources. Recommended magazines include *National Wildlife* and *International Wildlife*. Bilge uses the facilities of the Learning Link Computer Network of WNET-Thirteen.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Library Earth-Links*** that includes:

- Program Overview
- Instructional Strategies
- Fact Sheet
- Lessons
- Bibliography

WHAT ELSE IS HELPFUL

Guest speakers such as Jeannette Parker, from Gateway Environmental Study Center, Jackie Stewart, Environmental Educator from the Council on Environmental Education, and Josephine Scalia, Urban Park Ranger from the City of New York, Parks and Recreation Department, are highly recommended.

WHY IT WORKS

The program's activities foster creativity, critical thinking and problem solving skills. A sense of responsibility for protecting the Earth's resources is developed. All students participate in the research, art, music, dance, or crafts projects. "Even the most reluctant students have been known to compose an Earth rap," reveals Bilge.

No Man Is an Island

Intermediate School Science — Grade 8

HOW IT WORKS

No Man Is an Island is a science program that explores the interdependence of living organisms by using the film, "The Voyage of the *Mimi*," to introduce students to the sea. Students become active, but vicarious, participants on an ocean voyage and learn all about ship life, navigation, and survival.

Students experience the connection between people and their environment. They become familiar with the geography involved in a trip's course. In addition, ecosystems are studied, and students prepare woodland, bog, and desert aquariums.

Each student made a terrarium and learned about symbiosis. Other activities included reading and discussing *Swiss Family Robinson* and *Robinson Crusoe* in the language arts class. Parallels were drawn between how the shipwrecked sailors of the *Mimi* must survive and how the characters in the novel coped with their situation. Individual student diaries recorded daily experiences and feelings. Mobiles of marine life and scrimshaw were student art projects. Sea chanteys were learned and sung.

Students have the opportunity to help raise the sails or guide the helm on a scheduled day voyage on the *Pioneer* at The South Street Seaport. Built in 1885, the *Pioneer* is the oldest working gaff-rigged coastal schooner in the U.S. They also visit the *Mimi*, that also docks at the South Street Seaport. The captain, Peter Marston, is often available to speak to the children.

Any teacher who would like to use an ocean voyage as a means of introducing students to the fascinating world of the sea, can replicate the program. Lesson plans and a detailed enumeration of interdisciplinary projects are available. The film, "The Voyage of the *Mimi*," is useful as a motivational tool. The journey could, however, be entirely created and navigated by the students.

WHO THE STAFF IS

Margery Orenstein developed the enrichment aspects of this exciting unit based on "The Voyage of the *Mimi*," a Wings for Learning curriculum packet. She has taught science for 16 years and received a District 26 "Cognitive Gifted Grant."

More Information

Margery Orenstein
I.S. 74 CSD 26
61-15 Oceania Street
Bayside, N.Y. 11364
(718) 631-6800
Principal: Michael Shyman

WHAT YOU NEED

A VCR and television are needed to show the film. A classroom computer with a word processing program would be useful. Computer software is also available from the Wings for Learning company to supplement The Voyage of the *Mimi* film. However, the software is optional. Plants, fish, and containers are needed for the terrarium.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***No Man Is an Island*** that includes:

- Program Overview
- Course Outline
- Lessons
- Bibliography and Resource List

WHAT ELSE IS HELPFUL

A wide variety of trips enhance the students' appreciation and knowledge of marine life and give them actual experience of the ocean. The South Street Seaport offers hands-on experiences on a sailing ship. The Connecticut Maritime Museum in Norwalk, and the Mystic Seaport also offer wonderful and exciting seafaring exhibits and activities.

WHY IT WORKS

Students become enthusiastically committed to learning all they can about the ship, navigation and about their own survival when "shipwrecked." "I measure a successful program by student excitement and work quality," says Orenstein. Orenstein believes teachers would adapt this program because of the variety of creative possibilities for teachers and students alike.

The School Greenhouse

High School Science — Grades 11 and 12

HOW IT WORKS

The School Greenhouse provides a unique opportunity for mainstream and at-risk students to work together on a project that blends solid science research skills with an experiential, hands-on approach to learning. The program converted an existing plant room into a greenhouse with the assistance of community consultants. Students in their junior and senior years are recruited for this course. At-risk students are encouraged to select the program in order to complete their science requisite. Linkage to community organizations such as City University of New York (CUNY)-Queens College Department of Biology and the Kiel Brothers Nursery, a gardening specialists distributor, is at the heart of the program. Both organizations provide guest speakers, technical assistance and mentors for some students.

The teacher-developed curriculum blends content areas of botany, anatomy and physiology with instruction in horticulture, plant care and propagation. Cooperative learning is practiced by teams of students assigned daily chores to maintain the greenhouse.

A minimum of two annual plant sales, one in the fall and the other in the spring, are organized by the greenhouse class for the school and the community. Funds acquired through the plant sales are used to support of the program. Also, the Kiel Brothers nursery purchases plants from the class to add to the financial support of the program.

Counseling for students who are excessively absent or truant is offered. Finally, career opportunities and students internships are available from community businesses and organizations.

WHO THE STAFF IS

Harvey Goodman is the Chairperson of Biological and Physical Sciences at Newtown High School. In addition, Mr. Goodman is the author of *A Guide to Establishing a Science/ Mathematics Research Program in High School*, an educational guide to David Attenborough's *The Living Planet*, a biology resource book that corresponds to the New York State Regents curriculum, and numerous articles on the subject of science fairs, science research and biology.

WHAT YOU NEED

Supplies required include basic gardening materials: soil, plant pots, gardening tools and hoses, start-up plants, labels, and simple shelves. Software was acquired to enrich the laboratory exercises and the course content. Two textbooks that are useful are *Book of House Plants*, by Joan Faust, (The New York Times Book Company, New York: 1986) and *Botany*, by Carl L. Wilson, (Holt-Rinehart and Winston, New York: 1984).

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of materials to help you start up ***The School Greenhouse*** that includes:

- Program Overview
- Instructional Guidelines
- Lessons
- Bibliography
- Resource List

WHAT ELSE IS HELPFUL

Field trips include visits to: the American Museum of Natural History; the Bronx, Brooklyn and Queens botanical gardens; and research facilities at Farmingdale College for Agricultural Sciences. The Kiel Brothers nursery staff provided technical assistance, speakers and discounts on supplies.

WHY IT WORKS

The School Greenhouse provides a hands-on curriculum that is adaptable for a truly heterogeneous group of students with widely diversified academic achievement. I recruit at-risk students because I feel they will benefit from the experimental and cooperative nature of the program. I hope their involvement in ***The School Greenhouse*** will motivate them to remain in school to complete their education. "The program is easily adaptable by any school, even those with minimal facilities, and appeals to a wide diversity of students," advises Goodman, "It also provides a nice and needed link to the business community."

More Information

Harvey Goodman
Newtown High School
48-01 90th Street
Elmhurst, N.Y. 11373
(718) 592-4300, ext. 52
Principal: Barbara Greene

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Africa Revisited

Elementary School Social Studies — Grade 1

HOW IT WORKS

Africa Revisited is a program that introduces students to African literature and history. The literature used includes histories of ethnic and kinship groups, legends of cultural heroes, stories of tricksters, animal fables, proverbs, riddles, and songs of praise for chiefs and kings.

Africa has a rich tradition of oral literature that has been passed from one generation to another. Oral literature also has a role in religious ceremonies and serves to record the past, as well as to teach morals and traditions to children. African literature inspires students to use creative ideas in writing and to imitate the tradition of storytelling.

The program's interdisciplinary approach provides enrichment in critical thinking, reading, creative expression and writing, and social studies, along with a history of African culture, traditions, and customs. Activities can be modified, to meet the needs of the students. For example, "Congo Boy" (a chain story) or "Drum Song" (a story about mischief in an East African village) are stories that can enhance oral expression, reading comprehension, and sociodramatics.

The students engage in several individual and group projects such as becoming contemporary *griots*, storytellers, for other children and people from various community associations. The students also make puppets and dioramas to dramatize stories. Students study the various patterns used in developing a folktale. They critique and discuss the morals and values depicted. They compile a history of African culture, traditions and customs. The final component of ***Africa Revisited*** is analyzing and applying the morals and values to contemporary issues that concern the community, for example communal care of children and respect of the elderly.

WHO THE STAFF IS

Africa Revisited was developed by Sandra Smiling, who is a first grade teacher. This program is enthusiastically supported by the principal, parents and other staff members.

WHAT YOU NEED

The materials needed include a wide selection of African folktales and literature, a tape player for recording student stories and art and craft materials. A selection of books with an urban theme should be available to provide comparison of urban issues with African stories. For example, *Apt 3* by Ezra Jack Keats (Aladdin Books, Macmillan Publishing Company, New York: 1971) and *Everett Anderson's Goodbye* by Lucille Clifton (Henry Holt and Company,Inc., New York: 1983) are excellent choices and can be found in the school library.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Africa Revisited*** that includes:

- Program Overview
- Instructional Strategies
- Bibliography
- Resource List

More Information

Sandra Smiling
P.S. 11 CSD 13
419 Waverly Place
Brooklyn, N.Y. 11238
(718) 834-6794
Principal: Sy Lerner

WHAT ELSE IS HELPFUL

Although trips are not necessary, the African exhibits at the American Museum of Natural History and the Simmons Art Gallery and Museum will expose the students to African art. This will enrich their understanding of the culture, past and present traditions of various African villages. A visit from consultants and seminar leaders such as Dr. Charlotte Phoenix, and Dr. Florence Tager from Medgar Evers College is suggested. The new African Resource Center for Elementary School (ARCES) at Medgar Evers College provides curriculum materials that enrich the development of the program. The center also sponsors an annual lecture and workshop series that focuses on African, Caribbean, and African-American history and culture.

WHY IT WORKS

Africa Revisited brings greater unity between the school and its community when children explore the community and become *griots*, telling contemporary folktales. "I believe there is a need for people to tell stories and to hear folktales," says Smiling, "and this program meets both those needs by carrying on storytelling—a tradition valued in most cultures."

Through Native American Eyes

Elementary School Social Studies — Grades 4 - 6

HOW IT WORKS

Through Native American Eyes examines Native American cultures and the many contributions made by some Native Americans to our society: the cultivation of corn; the Pueblo style "apartment" buildings; innovative agricultural methods; pottery; and the naming of many of our cities and rivers. The program also incorporates environmental education lessons that reveal a deep respect that Native Americans have for the earth.

Learning about different North and Central American Indians using a variety of multimedia activities helps students become aware of the fallacy of racial stereotypes. Past and present Native American cultures from different regions of the United States are studied and compared.

This program also focuses on mathematical concepts developed by Native Americans. Symmetry and the use of geometric designs was employed in the creation of *parfleches*, folded rawhide containers used for storage. The children create a "winter counts," or a circular calendar of communal events. The Mayan mathematical system is studied by recreating a Mayan counting system using beans and ice cream sticks. Students also construct various miniature dwellings, used by the different cultures, and compare the geometric designs of each.

Art activities introduce students to different Native American cultures. They learn how to make sand paintings and kachina dolls from the Southwest, totems from the Northwest and pottery from the Northeast.

There is also a strong writing component to this program. Each student's written assignments and illustrations are compiled in a book entitled, "Native Americans." Students write about their trips, learning experiences, an autobiography, and project instructions to create "winter counts."

Christina Bryant, part Cherokee and Shinnecock, was a guest speaker from the Henry Street Settlement. She spoke about her culture and showed numerous artifacts.

Available to teachers is a unit of lesson plans compiled from several different sources including: *The Native People of the Northeast Woodlands*, by Judith A. Brundin (The American Indian Heye Foundation, New York: 1990), *Three Art Activities from the Great Plains*, (Education Department, The Museum of the American Indian), and *American Indians: Independent Learning Units* by Susan Finney and Patricia Kindle (Good Apple Publication, Carthage, Illinois: 1985.)

WHO THE STAFF IS

Rosemarie T. Curcio developed and uses this program. She has 16 years of teaching experience in both special and regular education. Curcio received grants from the National Science Foundation and the Aaron Diamond Foundation for programs on environmental education. In 1991, she received an Earthwatch fellowship to study bald eagles in Michigan. Curcio was the chairperson of her SBM/SDM Team last year.

More Information

Rosemarie T. Curcio
P.S. 134 CSD 1
293 East Broadway
New York, N.Y. 10002
(212) 673-4470
Principal: Linda Jessamy
Special Education Supervisor:
Alice Murphy

WHAT YOU NEED

The program does not require any special room arrangement. Adequate books, pictures and photographs on Native Americans should be available. Craft supplies such as clay, sticks, construction paper, and crayons are used, but most of the materials are from recycled items such as paper towel rolls, cardboard, and plastic containers. Use of a Xerox machine is also needed.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Through Native American Eyes*** that includes:

- Program Outline
- Lessons
- Bibliography and Resource List

WHAT ELSE IS HELPFUL

Trips can include a visit to the American Museum of Natural History, the Museum of the American Indian, and the Urban Park Ranger Program, "Native American Pathways" in Inwood Hills Park. Native Americans, Nadema Agard and Christina Bryant from the Henry Street Settlement are available for a fee to tell Native American stories, show artifacts, and slides of Native American environments and culture.

WHY IT WORKS

In view of the upcoming 500 year celebration of Columbus' "rediscovery" of the Americas, this program will present an appreciation and acknowledgment of the first Americans and their numerous contributions.

Mapmakers

Junior High School Social Studies — Grade 9

HOW IT WORKS

Mapmakers is a hands-on mapping activity that integrates math and social studies skills. Students learn to connect the physical world with the abstract world of maps.

During math classes students learn how to enlarge or reduce objects using a grid method. For this lesson, they use their baby pictures to consider questions of scale and ratio. Students discuss how to accurately enlarge a picture with only a ruler, pencil, and paper. Students discover the grid method for themselves with only an occasional suggestion from the teacher. Then they write directions for grid enlargements.

Students practice enlarging and reducing their own pictures. Additional work with the concepts of ratio and proportion continues in the fundamental math and sequential math classes. Students use these concepts and enlargement skills in their social studies classes. The students are divided into two groups of mapmakers to make a three-dimensional regional map. One group learns to make a Peter's Projection map that shows Africa in the center of the world. Another group makes a traditional Mercator map that distorts the size of the continents and places the Americas and Europe in the center.

The students work in cooperative groups to enlarge some scale maps of the world's regions onto large boards that serve as the bases for the final, three-dimensional maps. The mapmakers make *papier-mâché* maps and when they are dry, color-key the maps to represent natural environments.

The final product is two completed world maps that are placed side by side to compare mapping styles. The two projections foster a discussion about how maps affect people's perceptions of the world.

WHO THE STAFF IS

David Kukla developed this mapping program to integrate the teaching of world geography, history and mathematics. He suggests that social studies and math teachers work together to adapt this program.

WHAT YOU NEED

The project can be implemented in any classroom. If there are no work tables, push the desks together to make tables because it will allow the students to work on the project from all sides. The maps are constructed on double thickness chip board, and students need brushes, tempera paint, and yardsticks. Flour and old newspapers are needed for the *papier-mâché* and access to a slop sink is recommended. An adjustable photocopier is helpful, but not essential.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Mapmakers*** that includes:

- Program Overview
- Instructional Guidelines
- Lessons

More Information

David Kukla
New York Prep (806) CSD 4
315 East 113th Street
New York, N.Y. 10029
(212) 860-5995
Principal: Brian Spears

WHAT ELSE IS HELPFUL

Assistance from parents, aides or colleagues is valuable during the construction of the maps. The National Geographic Society's regional educational representative, Burrel Montz of the State University of New York (SUNY) at Binghamton, was a consultant to the program.

WHY IT WORKS

This program develops basic map reading and analytical skills and lets students make their own reference maps to use throughout the year. "It seems to me," Kukla says, "that by working with their hands on maps, students are motivated to explore and understand their world. I believe that working in cooperative groups encouraged students to share ideas and learn from each other, while developing important communication skills."

Banners for Peace

Intermediate School Social Studies Special Education

HOW IT WORKS

Banners for Peace is an interdisciplinary program designed to develop middle-level school students' awareness of the ethnic diversity of our society and the rich contributions of the many cultures in our city. The students celebrate the ethnic diversity of our city by attending programs offered by the Brooklyn Historical Society about the contributions of various cultures in the development of Brooklyn.

The students research a variety of cultures by sharing newspaper articles, books, magazines and current affairs. Class discussions are aimed at highlighting the contributions of each culture being studied and on prejudices that have been directed towards different cultures. As knowledge and awareness builds, students discuss ways to help others to celebrate ethnic diversity.

Students work individually, or in groups, to research different cultures. They select projects to illustrate the contributions of a chosen culture. Projects include making colorful posters, dioramas, charts and sampling food. The projects are displayed at school social studies and foreign language fairs. Parents from other countries are invited to speak to the students about their country.

A brainstorming session helps the students create slogans for banners that reflect a multicultural theme. Some examples are: "Contributions of Different Cultures to Our Society," "Peace and Respect Between Cultures," and "Promoting Harmony and Anti-Prejudice." The students form groups and work together to sew banners. Banners are displayed in the classroom, on bulletin boards, and in cafeterias.

WHO THE STAFF IS

Banners for Peace was developed by Sarah Ellen Murphy who has been a teacher for 12 years. She was selected as a mentor teacher

in her school district, and has conducted staff development presentations on using Spanish in the special education classroom and on applying for and writing grants.

Parents from various ethnic backgrounds provide another perspective to the program.

WHAT YOU NEED

Materials required include: fabric for banners (felt is ideal), bulletin board paper, glue, scissors, double-sided tape, rulers and dowels for hanging banners. Optional materials are paint, clay or play dough for culture projects, poster board, writing paper, envelopes and stamps. Students like to have a camera to take pictures of each other and their finished projects. Public areas of the school, bulletin boards and classrooms are available to display student projects and banners. Visits to the school library to borrow books and filmstrips are helpful.

More Information

Sarah Ellen Murphy
I.S. 201 CSD 20
8010 12th Avenue
Brooklyn, N.Y. 11228
(718) 833-9363
Principal: Madeleine Brennen

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Banners for Peace*** that includes:

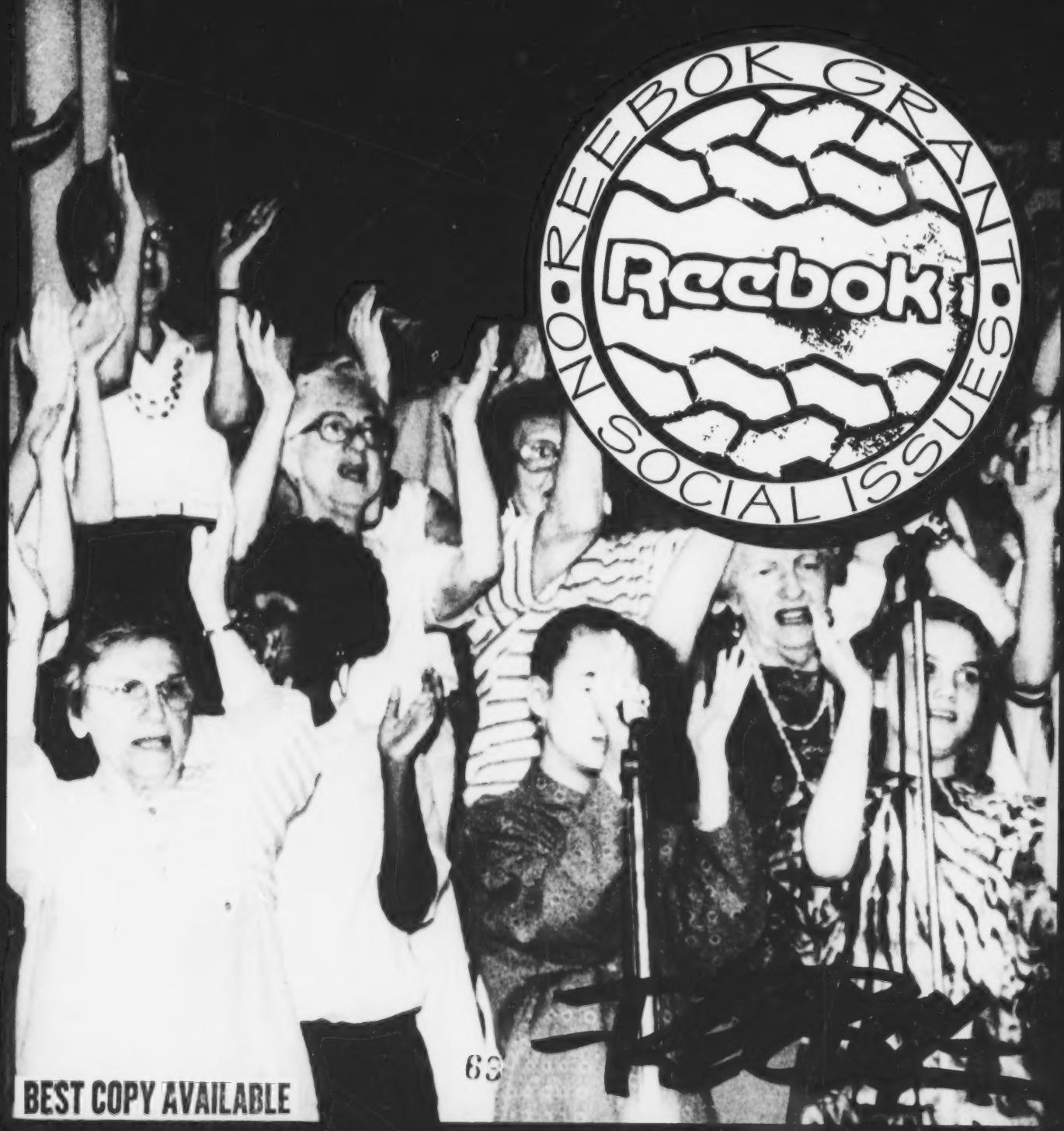
- Program Overview
- Lessons
- Worksheets
- Sample Slogans
- Resource List

WHAT ELSE IS HELPFUL

Visits are recommended to the Brooklyn Historical Society for lectures, workshops, and multicultural exhibits. *A Guide for Teachers; Many Faces, Many Ways—Multicultural Diversity of Brooklyn* can be obtained by contacting Jane Emmet McDonough, Curator of Education, the Brooklyn Historical Society, 128 Pierrepont Street, Brooklyn, N.Y., 11201, (718) 624-0890. The American Museum of Natural History offers films and exhibits depicting different cultures and traditions, art work and culture programs. Restaurants, offering a variety of ethnic cuisines, can be visited.

WHY IT WORKS

The overall value of this program is illustrated by the enthusiastic response of the students. Each student achieves an increased sense of self-worth and confidence as a result of seeing their projects and banners displayed. "At a time when racism, prejudice and misunderstanding pose a serious threat to our school system and communities, this program provides a powerful forum for teachers to address these critical issues with their students in a productive way," believes Murphy.



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Peaceful Heroes in Children's Literature

Elementary School · Grades K - 6

WHAT WE DO

The purpose of ***Peaceful Heroes in Children's Literature*** is to counter the negative, violent heroes children see and read about in most media directed to them. The goals of the class are to identify and emulate peaceful heroes, and to help children find the hero in themselves.

The children begin by developing an understanding of the concept of heroism. We work together to create a list of the qualities of peaceful heroes. Children draw pictures and write stories about people who are caring, and who, because of this quality, are their heroes. We write "A Hero Magazine" as a class project.

We read many stories together, including *Mufaro's Beautiful Daughters* by John Steptoe (Lothrop, Lee & Shepard, New York: 1987). We also read *Just a Dream* by Chris Van Allsburg (Houghton Mifflin Co., Boston: 1990), *Old Henry* by Stephen Gammell (William Morrow & Co., New York: 1987), and *Miss Rumphius* by Barbara Conney (The Viking Press, New York: 1982). Then we work in small groups, writing original stories with peaceful heroes. We publish these stories in "Big Books," and share these books with other students. Additional activities include creating a questionnaire, which we write together, to locate peaceful heroes in the school and community, and then finding those heroes. We interview local heroes, and honor their efforts.

Teachers using this program find that children improve their feelings about themselves. This is a way to reduce student violence. The program also exposes the children to quality literature.

More Information

Diane Shatles
P.S. 230 CSD 15
1 Albemarle Road
Brooklyn, N.Y. 11218
(718) 330-9380
Principal: Sylvia Oberferst

HOW THIS PROGRAM STARTED

Diane Shatles developed ***Peaceful Heroes in Children's Literature*** over a period of years expanding on ideas suggested by *Resolving Conflict Creatively: A Teaching Guide* (New York City Public Schools: 1986) and "Project Heroes" from the Churchill School. She was awarded two previous IMPACT II grants and a "Personal Best Award" from *Learning Magazine* for conflict resolution programs. In addition to teaching, Shatles coordinates the Making Connections Program, and the Student Mediation Program in her school, is a Quality Improvement Program Plan (QUIPP) instructor, and is a member of the SBM/SDM team and the New Compact for Learning School Leadership Team (New York State Education Department).

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Peaceful Heroes in Children's Literature*** that includes:

- Program Overview
- Instructional Strategies
- Student Work Samples
- Annotated Bibliography

The Gorgeous Mosaic

Junior High School — Grades 1 - 12

WHAT WE DO

The Gorgeous Mosaic is a collaborative art project which encourages students to focus their thoughts on racial and ethnic harmony. I developed this program to show students that through united effort they *can* have a voice that will be heard and they *can* make a difference in the world.

The program begins with students discussing their environments in terms of intergroup relations. We discuss ways of envisioning a more ideal situation. From this emerges an art project, which consists of their drawing portraits of the many different types of youngsters they share the city with. Talent is not an issue in this project. As this project progresses, students begin to determine their own perceptions, and appreciate their city as a wonderfully diverse mosaic of different ethnic groups.

In the second part of the project, students arrange the multitude of portraits, all done on two inch squares of cardboard, like tiles, into a pleasing permanent design mounted on panels. In the final stage, cardboard panels are hung together in one continuous mosaic. This becomes a monumental exhibition in a prominent public space. In this way I can show the students the satisfaction of having worked together to produce a mural of meaning and beauty that benefits and enhances the entire community.

HOW THIS PROGRAM STARTED

Mark Gura developed this project as part of the ninth-grade global studies curriculum. As of this writing, many thousands of students and several hundred teachers have participated in ***The Gorgeous Mosaic***. In June of 1991, the program held a premiere public exhibition, which included over 100,000 portraits, at the Gallery of the Art Students League of New York. Public exhibition spaces such as those commonly available in school lobbies, community centers, public libraries and banks are perfect places to exhibit the completed work. "The city inhabitants are the greatest resource for this program, and we take walking tours of different ethnic neighborhoods to collect visual reference material," informs Gura.

More Information

Mark Gura
East Harlem Performing Arts School CSD 4
433 East 100th Street
New York, N.Y. 10029
(212) 860-5958
Director: Randy Soderman

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***The Gorgeous Mosaic*** that includes:

- Program Overview
- Lessons
- Articles
- Videotape loaned

BEST COPY AVAILABLE

Citizens on Parade—Year 2000

Elementary School — Grades 2 - 5

WHAT WE DO

Citizens on Parade—Year 2000 informs students and parents about their constitutional freedom and rights. Our students and their parents need to learn the basic tenets of constitutional law, and apply the information to life experiences. This program aims to help students and parents fully realize their rights as citizens, and to be educated voters. Through sharing in a celebration of the Constitution, parents and children can reaffirm their rights all together.

Teachers, parents, law specialists and students work together as a community through a year-long series of multidisciplinary activities, projects, and field trips.

The program begins in June with a student-parent ceremony that commits them to learning more about the Constitution. In the fall, students from our school, a local intermediate school, a school for the handicapped, and their parents select costumes, create banners, and design a float for a celebration on "Citizen's Day." Local businesses are supportive of this Constitutional celebration.

We plan trips to local history museums, study the Constitution and re-experience the roots of our nation's beginnings. Students role play lawyers, juries and judges, and they practice writing and speaking skills. In November, parents join us for a trip to Philadelphia—the birthplace of the Constitution. Follow-up activities included school-based town meetings led by students. Discussions focus on the rights of children, animal protection and environmental issues.

More Information

Barbara Ann C. Ellis
P.S. 14 CSD 31
100 Tompkins Avenue
Staten Island, N.Y. 10304
(718) 727-0985
Principal: Frank Carpenito

HOW THIS PROGRAM STARTED

Citizens on Parade—Year 2000 was created by Barbara Ann C. Ellis to stimulate students in her Resource Room to value the Constitutional principles and the Bill of Rights. Ellis networks this, and related projects, with the United Federation of Teachers (UFT), parent groups and the UNICEF Education Committee. She disseminates her project statewide through the Law, Youth, and Citizenship Network and the Project Legal Network. Resource room students role play historical events and landmark court cases and teach their parents the importance of voter registration, actual voting and civil liberties for all. "I work in a neighborhood with one of the lowest number of voters registered. I hope this program encourages students to become registered and informed voters in the year 2000," envisions Ellis.

Barbara Ann C. Ellis has taught for 26 years. She received awards and citations for professional excellence that include: "Outstanding Educator," "Success Guide 91," Teacher of the Year of Community School District 17, and the Edu-Press Award for "The Class Nobody Wants." She was the first New York City teacher to serve on the National IMPACT II Board of Directors, and she is on the UNICEF Education Committee. She is a facilitator for the UFT-Effective Teaching Program.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Citizens on Parade—Year 2000*** that includes:

- Program Overview
- Timeline
- Lesson

Rights, Camera, Action!

Elementary School — Grades 4 - 6

WHAT WE DO

Rights, Camera, Action! integrates teaching the Bill of Rights with the media arts. Students produce a video program in which test cases involving the Bill of Rights are produced. They learn how our rights and freedoms are protected. They learn how decisions made by the Supreme Court have affected the Bill of Rights. They gain an understanding of our legal system. They work on cases which involve the rights of students in our educational system, learning about problems that directly affect their lives.

Students also learn how to produce a video script as well as a storyboard by working together. While they produce the video, they discuss their cases very thoroughly, and explore the range of possible interpretations. Students learn to see all aspects of a case from the perspective of everyone involved. Before the court decision is reached at the end of their presentation, classes viewing the video can stop the tape and discuss the case pros and cons, before they learn of the actual Supreme Court decision.

The actual filming of the skit is the most exciting aspect of this program. Acting out the roles of each person involved enables students to experience the emotions of the participants. They can understand something as difficult as the Bill of Rights in an exciting, dynamic way.

HOW THIS PROGRAM STARTED

Theresa Santano developed ***Rights, Camera, Action!*** as a sequel to her previous IMPACT II program, "Up Close and Personal." This program is part of a school magnet program's effort to improve student appreciation of the Constitution and problem solving skills.

Santano's work is also supported by the U.S. Bicentennial Commission, New York State Bicentennial Commission, WNET-Thirteen, and she has published articles in *Challenge Magazine* on gifted education.

More Information

Theresa Santano
P.S. 346 CSD 19
1400 Pennsylvania Avenue
Brooklyn, N.Y. 11239
(718) 642-3000
Principal: Robert Main

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Rights, Camera, Action!*** that includes:

- Program Outline
- "The Right Times" Newsletter
- Activity Worksheet
- Bibliographies

Bill of Rights 21st Century Forecast

Elementary School — Grades 4 - 6

WHAT WE DO

Bill of Rights 21st Century Forecast engages students in exploring current, social, technological, and economic rights issues and in developing their own legislative proposals, community outreach projects, and media productions with civil rights themes.

I begin by handing out copies of the Bill of Rights. Students and I discuss the meaning of each amendment. Then I give them a chance to divide into groups or teams of two or three students. Each team reviews the document to determine whether any of the amendments are outdated and should be dropped. In addition, individual teams can also update original amendments to meet today's needs, or add amendments which address constituencies the founding fathers did not anticipate.

These initial rights sessions have produced amendments protecting and detailing the rights of abused children, animals, and computer users.

After our initial introduction to the Bill of Rights, we explore possibilities for the 21st century. Students examine newspapers for headlines, graphics, advertisements, stories and photographs which cover events, products, or processes that appear in science fiction fact. Once students have identified these items, which include genetic engineering, telecommunications, organ transplants, and others, they consider the challenges these technological achievements pose to the original rights guarantees.

We also explore community Bill of Rights views and concerns through networking with various civic groups. My students assist the Older Woman's League (OWL) in lobbying for better health care, interview the Protection and Ethical Treatment of Animals (PETA) advocates on Fifth Avenue, meet with members of Amnesty International, and attend meetings of the National Coalition Against Censorship.

Through analysis of the Bill of Rights, students become involved in ongoing concerns and challenges dealing with rights which affect their lives.

More Information

Rose Reissman
P.S. 200 CSD 25
70-30 164th Street
Flushing, N.Y. 11365
(718) 480-4100
Principal: Elaine Lulka

HOW THIS PROGRAM STARTED

The ***Bill of Rights 21st Century Forecast*** was developed by the omnipresent Rose Reissman. This program is the latest in a series of projects and curriculum that Reissman has developed on law-related studies and the writing process. In addition to teaching, she is an adjunct professor at Manhattanville College, produces the student radio talk show, "The Bill of Rights Forecast," broadcast on WNYE-FM, and in her spare time creates interdisciplinary curricula. Articles by Reissman that have appeared in *Notes Plus*, *Oasis Magazine*, and *Law Update*. Reissman was selected as one of five "Professional Best Educators" by *Learning Magazine* in 1989, a recipient of the Christa McAuliffe Fellowship, the 1991-92 Bill of Rights Leadership Award from the Freedom Foundation, a member of the Newsday Educational Advisory Board, and a recipient of a Bill of Rights Collaborative Recognition Award from the American Political Association.

BEST COPY AVAILABLE

Peace through Mathematics

Intermediate School — Grades 5 - 12

WHAT WE DO

Peace through Mathematics is a two-part interdisciplinary program in which students create and solve math word problems as a means to raise money to support a foreign school where a Peace Corps volunteer works. The purpose of the program is to promote an appreciation and respect for other cultures. The program integrates language arts, history, geography, research and writing skills using required math curricula.

The program begins by contacting the United States Peace Corps Partnership Program in Washington, D.C., and requesting a copy of their Partnership Program Guide. The Partnership Program helps fund various projects in foreign countries with assistance from sponsors in the United States. After selecting a foreign school project, the class makes a monetary pledge to the school. Money is raised by selling student written math booklets.

Students are taught to construct word problems through cooperative learning techniques. They are encouraged to approach math problems by dramatizing the problems, drawing pictures, investigating patterns, eliminating ambiguities, clarifying objectives, sequencing ideas and using analogies. *Cooperative Problem Solving* by Judy Goodnow (Creative Publications, California: 1990) offers useful strategies.

Once the students master problem solving techniques, they each develop eight math word problems. The word problems are collected into booklets of approximately 240 problems that are given to each class member. The students next solicit sponsors to donate a few pennies for each problem they solve correctly. The proceeds are sent to the foreign Peace Corps partner school.

In addition to the math problem solving activities, students write "Dear Friend" letters to their foreign school counterparts. A small collection of *bibelots* and momentos are sent with these letters. Student teams research the culture, history, geography and economics of the partnership country and make displays for the class. At the conclusion of the project, the class discusses, writes about, and evaluates the significance of establishing contact with a foreign school through a mathematical program.

"This program enhances the students' math, reading, writing and research skills" says Sweeney. "The program enables students to understand people from another country and see how they are more alike than different. By communicating with each other in this and other ways we can help create a peaceful world."

Dear Friend,

How are you? How is school? I have a sister and a cousin. My sister is a pain and my cousin is a pain too. They both are! Sometimes I feel like running out of the house! They can't leave me alone. They are always bothering me.

School is fine. I made the Honor Roll two times and I am in Glee Club (chorus).

How is your family? Do they work? How many sisters and brothers do you have? I would like you to write back.

Sincerely,
Monica Ca

HOW THIS PROGRAM STARTED

Peace through Mathematics incorporates Joseph "Joe" Sweeney's interest in foreign countries, mathematics, and educational entrepreneurship. His program benefits from Sweeney's adept linking of networks such as IMPACT II, the Peace Corps, and the Ronald McDonald House. His proven skills at fundraising for school activities and class trips enriched his program. "Students in my class improved their math scores and, just as importantly, improved their understanding of the lives of less fortunate students in other countries," believes Sweeney.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Peace through Mathematics*** that includes:

- Program Overview
- Activities
- Lessons
- Bibliography

More Information

Joseph Sweeney
I.S. 145 CSD 30
33-34 80th Street
Jackson Heights, N.Y. 11372
(718) 457-1242
Principal: Perry Sandler

Does Your Store Discriminate?

Middle Level School — Grades 6 and 7

WHAT WE DO

The purpose of ***Does Your Store Discriminate?*** is to give children a forum for understanding how bias works, how it affects their daily lives, and how they can effectively deal with these issues in the world beyond school. The goal is to create an awareness that many forms of discrimination exist, including: age, gender, race, size, manner of dress, manner of self-representation, and number of people involved in a group. An even more important goal is to validate children's own experiences, and give them the skills they can use to change their circumstances.

Children of color face many incidents where they are made to feel less than wonderful. Children need space and time for their concerns to surface. This program came from the children. They need to feel that they have the power to confront the acts of discrimination they face so often.

HOW THIS PROGRAM STARTED

"***Does Your Store Discriminate?*** began when I heard complaints from my students about a local dime store. After hearing several stories that seemed to show the store discriminating, I realized how aware my students are of the differential treatment kids experience. This course was developed to allow middle school students to recognize discrimination, talk about it openly, and develop ways to cope with it," says Mary Stevens.

More Information

Mary Stevens
Crossroads Middle School
234 West 109th Street
New York, N.Y. 10025
(212) 316-5256
Principal: Ann Wiener

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Does Your Store Discriminate*** that includes:

- Program Overview
- Sample Discussion Topics
- Follow-up Activities

BEST COPY AVAILABLE

Political Personalities of the Middle East

Junior High School — Grades 6 - 9

WHAT WE DO

The purpose of ***Political Personalities of the Middle East*** is to acquaint students with Middle East perspectives and policies. During the course of the school year, students are led into a critical analysis of the problems, politics and polemics of the contemporary Near East. Among the many varied classroom activities provided was a sister school format with the United Nations International School (UNIS). The Middle East Studies class of UNIS and the Mark Twain School-JHS 239 exchanged visits and debated topics such as the Palestinian refugee problem, Zionism, the Iran-Iraq War, and Western vs. Middle Eastern values. This intervisitation was of enormous value because this class of UNIS students were mostly from Middle Eastern countries, and those from the Mark Twain school were typical New York teenagers.

More than fifteen guests from Middle Eastern countries spoke to my class to answer their well-prepared questions. Perhaps the most eagerly awaited guest was Amir Zamani, first Secretary of the Islamic Republic of Iran and the Honorable Ali Tareki, Ambassador of the Libyan Arab People's Republic. Field trips include visits to the Asia House, the Hagop Kevorkian Center for Near Eastern Center at New York University, and the United Nations General Assembly, especially during debates on the Palestinian refugee problem.

Teachers who want to adopt this program to their own classroom activities, may borrow Tomback's video taped interviews of Middle Eastern policy makers and a list of countries who participate in this program.

Professor George Cohen, Director, American Association of Professors for Peace in the Middle East (right) with Richard Tomback.

Arye Naor, Professor of Political Science, Hebrew University, Jerusalem, former member of the Cabinet of Prime Minister Menahem Begin of Israel.

HOW THIS PROGRAM STARTED

This program brings the Middle East into the classroom. Quite often pupils hear American perspectives on nations such as Iran, Iraq, and Israel, without hearing from those nation's representatives. In this program pupils are taught how to question, debate and learn about other points of view, sometimes opposed to their own. "Teachers who choose to try this program will be amazed at the way pupils search to clarify values, are stimulated by the cross-cultural contacts, both literary and personal, and carry over interest in the Middle East to other courses," observes Tomback.

More Information

Richard S. Tomback
J.H.S. 239 CSD 21
2401 Neptune Avenue
Brooklyn, N.Y. 11224
(718) 266-0814
Principal: Gary Goldstein

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Political Personalities of the Middle East*** that includes:

- Program Overview
- Suggested Trips
- Bibliography

Bringing Black History Home

Junior High School — Grade 7

WHAT WE DO

Bringing Black History Home is an anecdotal history we compile that traces the experiences of Black people from Africa to Montgomery, from the march on Washington to the streets of Bedford-Stuyvesant. The program culminates in an assembly where students, their relatives, teachers, and other school staff gather together to share personal experiences from critical periods in Black history.

The result of the work is an overview of Black history as personal experience. Two homework assignments are crucial to this project's implementation. Part One involves students going to the library and finding five important facts about an assigned aspect of Black history. Part Two involves interviewing three generations of family members about their experiences.

One element of this project involves facts entered into a computer. I begin the program by bringing my computer into the classroom and asking, "What do you know about Black history?" I enter their answers, and by the end of the class, every student has been assigned a research topic derived from their answers to my question. The results of their research are facts we enter on the computer. The tests they take are made from the facts they uncovered.

HOW THIS PROGRAM STARTED

Bringing Black History Home is an example of how a teacher's experience can be incorporated into curricular design and development. The positive effect of the 1960's Civil Rights Era on Richard Levine, and his students' ignorance of that movement, led Levine to expand Black History Month lessons to an entire unit of study. Levine received a Youth-4-Youth grant from the Citizens Committee for New York City to improve his student newspaper as a resource for Bedford-Stuyvesant neighborhood youth. Levine's articles have appeared in *The New York Times, Christian Science Monitor, Omni Magazine, Management Review* and other publications.

"Every day I heard students recite family stories they learned the night before, and saw the emotions that these stories evoked. I saw students encourage each other to go home and get more stories and detailed information on the civil rights or Black history experiences of family members. The students' curiosity and persistence was contagious. On most days, I could not wait to get to work to hear what new story the students would share that day," admits Levine.

More Information

Richard Levine
Satellite East J.H.S. CSD 13
50 Jefferson Avenue
Brooklyn, N.Y. 11218
(718) 834-6773
Principal: Katherine Corbett

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Bringing Black History Home*** that includes:

- Program Overview
- Start-Up Strategies
- Lessons
- Student Publication

Side by Side

Junior High School — Grade 7

WHAT WE DO

Side by Side is an intergenerational chorus designed to improve the quality of life both for the community's senior citizens and the teenagers of the community, and to instill an appreciation for volunteerism. The purpose of the program is to provide better understanding between young and old, and to offer a mutually beneficial experience. The generation gap is bridged with harmony. Seventh grade choral students develop and practice social skills in relating to senior citizens as a group and on a one to one basis. Both students and seniors better understand the cultural diversity in our society because of this project, not only in terms of ethnicity, but in terms of age as well.

Most of the time together is spent singing. It is very easy for students to be involved. They are chorus students, and this is just another dimension to their program. At first, many students were shy and awkward with the seniors, and some of the seniors were awkward, too. But through the course of the school year, very loving and caring relationships developed.

"I began with a song called 'Glory of Love,' Then I added choreography. Youngsters helped the older people with movement. I continued by teaching a rap song. Seniors and students rapped together, danced together, sang together, and recited together," Doreen Shapiro enthuses.

The year's work culminated with a concert performed twice, once during the school hours and once in the evening. At the end of the program, students write articles about the experience for local newspapers and a senior citizens publication.

HOW THIS PROGRAM STARTED

Side by Side was developed by Doreen Shapiro, a choral teacher, with the help of Ann Kirshner, a parent, and a paraprofessional. In 1990, Shapiro received a Metropolitan Life "Schools in the Community" grant that enables her to cover the cost of transporting senior citizens to her school for rehearsal and shows.

"The universal language of music creates a common ground for young to meet old, and bridge the generation gap with harmony," says Shapiro.

More Information

Doreen Shapiro
I.S. 14 CSD 22
2424 Batchelder Street
Brooklyn, N.Y. 11235
(718) 743-0220
Principal: Aaron Friedman

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Side by Side*** that includes:

- Program Overview
- Course Outline and Schedule
- Lessons
- Resource List

BEST COPY AVAILABLE

The Declaration of Independence and Today's Reality

Junior High School — Grades 7 and 8

WHAT WE DO

Because students were not being an active, critical audience for the news, because they did not know enough about social issues today or throughout history to make informed, rational judgements, this curriculum was created to make students think and feel the values of this country. This program helps them to understand themselves and their own values, and grounds their decisions in the broader context of history. By applying inquiry techniques, collaborative learning, and Socratic seminars, they learn to practice humane interaction with each other as they learned about these social issues.

First, I acquainted them with problems in society through photojournalism, portraying the poor, the homeless, AIDS, and drugs. I then set up a question to help them respond. "To what extent is a society responsible for the well-being of its people?" Since I use a question and not a theme, students come to understand that this question and its answers are part of a life-long process of inquiry. One crucial component of this course is the students' individual letters to government officials stating an informed opinion on what part government and citizens should be playing to help the poor.

To write this letter, they must be informed. They read history and explore contemporary research. They use answers to a comparative study on society's responses to the poor that was done in the 1930's, 60's and 80's.

In Socratic seminars (where the leader only asks questions) we closely read the Declaration of Independence, speeches by J. Edgar Hoover, Franklin D. Roosevelt, Lyndon B. Johnson, John F. Kennedy, Ronald Reagan, and Edward Koch. We read parts of John Steinbeck's *The Grapes of Wrath*, as well as other literature.

More Information

Loretta Brady
The School of the Future
210 East 33rd Street
New York, N.Y. 10016
(212) 679-0328
Principal: Gwen Solomon

Students choose their research focus. They visit the city as a classroom in onsite investigations. They choose difficult subjects, such as why so many Black males are in jail, why there are so many poor children, and the lives of abused children.

The culmination is their individual letters to a government official. They pose questions, and present their opinions about values and priorities for budget spending in New York City and the United States. At the end of the project, they are very anxious to become involved in community work.

HOW THIS PROGRAM STARTED

The Declaration of Independence and Today's Reality is the result of Laura Brady's synthesis of the ideas and practices of such philosophers as Grant Wiggins, Fred Newman, Mortimer Adler and Theodore Sizer. Brady was selected by Citibank to participate in its national faculty consultancy program through the Coalition of Essential Schools, was awarded a National Endowment for the Humanities grant to study lyrical poetry at Harvard University, and a teacher research grant from the Brown University School Ethnography Project.

"As a teacher, I see my roles as a resource to students for finding appropriate materials, a trouble-shooter during snags in the writing process, and as a co-evaluator of student assessment portfolios," declares Brady.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***The Declaration of Independence and Today's Reality*** that includes:

- Curriculum Guide
- Unit Outline
- Lessons
- Bibliography and Resource List

All Things Are Possible With Hope

Junior High School — Grades 7 - 9

WHAT WE DO

All Things Are Possible With Hope helps students develop a global perspective on human rights through studying the Bill of Rights and the United Nations Universal Declaration of Human Rights. The program was developed because students have to learn values and skills necessary to work for human rights and for the creation of a peaceful society.

Students brainstorm definitions of human rights, read the Bill of Rights and the Universal Declaration of Human Rights, and analyze the universality of rights. Students study different histories, including African-American, Latino, Native American, Jewish, and women's history, as well as examples of human suffering, such as homelessness. They work with an extensive reading list to help them understand the issues, and the way different groups have suffered.

The purpose of this program is to enhance respect for humankind, and to increase awareness of social responsibility in fostering the rights of people of different ethnicities, races, cultures, religions, and sexes. The goals are to examine history and the principles of the Bill of Rights and the Universal Declaration of Human Rights, and to recognize human rights as a global concern. This helps students understand the importance of values based on principles of justice, equality, liberty, and human dignity.

More Information

Ronnie Block Lyons
J.H.S. 51 CSD 15
350 Fifth Avenue
Brooklyn, N.Y. 11215
(718) 330-9315
Principal: Michael A. Schlar

The project culminates in an awareness of community service. Students formed a group called HOPE (Humanitarian Organization Promoting Equality) which engages in activities to promote human rights and educate others. HOPE sponsors community service projects and implements the theme, "think globally — act locally." Students participate in social action projects that are locally based in the community, yet in harmony with global and planetary concerns. Five classes of seventh grade students participate in this program.

HOW THIS PROGRAM STARTED

All Things Are Possible With Hope was developed by Ronnie Block Lyons, a classroom teacher with thirteen years of experience, including five years as a mentor at the New York City Public School System's Resolving Conflict Creatively Program. Lyons received twelve grants for peace education. Five classes of seventh grade students participate in this program.

Lyons coordinates activities for Camp Friendly, a year round community program for children at risk. She is a member of the Business Week Network to Success program for instructional innovation, a school liaison to the City of New York Parks and Recreation Department's outreach programs, and is the SBM/SDM Team Improvement Committee chairperson responsible for the research and design of academic policies.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***All Things Are Possible With Hope*** that includes:

- Program Overview
- Lessons
- Annotated Bibliography
- Evaluation Survey

BEST COPY AVAILABLE

A Positive Choice

Junior High School — Grades 7 - 9 and Special Education

WHAT WE DO

A Positive Choice trains students, teachers, and parents to manage a telecommunications substance abuse prevention computer bulletin board. They collaborate and network information about hotline numbers, resource information, news, national suicide prevention networks, and other sources of self-awareness. "A Positive Choice" newsletter is produced as an outgrowth of this work.

Students in the computer room took an interest in social issues relating to substance abuse, AIDS, and stress. Our school drug counselor began with students in the computer room, and we decided to train her to use the computer. The students' counselor, and I combined our knowledge and our concerns to develop a substance abuse computer bulletin board, which is now in full operation on New York City's Educational Electronic Bulletin Board (NYCENET). We can now use cooperative learning techniques to communicate nationally with other students involved in NYCENET.

The purpose of the program is to enhance an active on-line substance abuse telecommunications board developed by the students at JHS 10. Students in our school will have an opportunity to share their ideas in writing with students across the city, as well as nationwide. Students learn to organize data to generate an electronic information board.

HOW THIS PROGRAM STARTED

A Positive Choice grew out of another IMPACT II program developed by Nancy Fahnestock, "Write About Rights." It also was helped along by other IMPACT II teachers involved in telecommunication networking. She will meet with teachers interested in adapting her program, creating a newsletter or learning Apple desktop publishing skills. "This program is truly run by our students. They conducted a two-hour workshop at our school Parent Association meeting and also help me teach five teachers computer bulletin board skills," says Fahnestock.

More Information

Nancy Fahnestock
J.H.S. 10 CSD 30
45-11 31st Avenue
Long Island City, N.Y. 11103
(718) 278-7054
Principal: Bertrand Valenti

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***A Positive Choice*** that includes:

- Program Overview
- Computer Menu
- Lessons
- Newsletter

Constitution Courtrooms

High School — Grades 7 - 12

WHAT WE DO

Constitution Courtrooms helps high school students to share Constitutional insights with students from the middle schools by using moot courts and mock trials. Law classes invite children from middle schools to attend and participate in activities. Younger students serve as observers, reporters, jurors, witnesses, and even opponents.

The program is successful in several ways. In addition to the obvious academic learning that occurs, communication between the students of different ages and grades helps the younger children in easing the tensions that exist as they make the transition to high school. Both groups of students benefit. Younger students would interact with high school students, as well as become involved in Constitutional issues. Older students learn the Constitution, prepare for their roles in the courtroom, and learn to meet the needs of younger children.

Students spend many hours actually preparing for the trials. They prepare opening statements, direct examinations, cross examinations, and final summaries. They act like real life attorneys, and learn what courtroom work involves. They participate in strategy sessions, learn the crucial Constitutional issues involved, and how to argue their case in court.

More Information

David Lesser
Harry S. Truman High School
750 Baychester Avenue
Bronx, N.Y. 10475
(212) 320-2900
Principal: Michael Tomasetti

HOW THIS PROGRAM STARTED

The ***Constitution Courtrooms*** program began as part of a social studies unit and expanded to include language arts and the visual arts. David Lesser is the teacher/director of his school's Legal Studies program that includes a Law House, Law Library, and electives. He is the author of the *Student Handbook of Supreme Court Criminal Cases* and CSD 11 law curriculum.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Constitutional Courtrooms*** that includes:

- Program Overview
- Lessons
- Mock Trail Rules

BEST COPY AVAILABLE

Utopia: Brave New Worlds

Junior High School — Grade 8

WHAT WE DO

Utopia: Brave New Worlds is a literature-based writing project that uses the city and its problems to motivate students to design plans for an improved life. The program is based on the belief that young adolescents need to criticize society, and channel their visions of what a city, or nation, should be. This project taps the critical imaginations and future expectations of adolescents. They study past utopias to create model cities of the future.

The central objective of this project is to encourage students to feel more confident about their critical powers and more hopeful about their future. Five cooperative learning teams of five or six students interview neighborhood residents and merchants about the problems that beset New York City. The results of the interviews are problems the program ranks. Next, the students read and discuss some of the classic novels and essays about utopias. Further class discussions make connections between these visionary and apocalyptic works to our vision of our city in the next century and millennium.

Two questions are explored: 1) What is human nature? and 2) Is human nature perfectible? This is followed by an individual writing assignment and a small-group construction project that challenges the students to design a utopian city for 250,000 people. Students must include full-page descriptions of each service necessary for the population, a two-dimensional city plan, and a three-dimensional model.

Other teachers, a high school student of architecture, and a member of the faculty of Baruch College were judges of the three-part utopia project. The course concludes with project presentations and an awards ceremony.

HOW THIS PROGRAM STARTED

David Iasevoli developed this project to help promote students' optimism and a deeper understanding of human needs and desires. It also encourages students to consider and appreciate the multicultural neighborhood around the school and in the city. "Teachers will enjoy forming cooperative learning groups because each student's strength in academics or hands-on construction is brought out," says Iasevoli.

Iasevoli's class has the atmosphere of a writing workshop. Each student's written work is edited by several other writing group members. Frequently, students teach vocabulary, punctuation and English usage lessons to the whole class and then small groups apply what they learned to editing student essays.

More Information

David Iasevoli
Clinton School
320 West 21st Street
New York, N.Y. 10011
(212) 255-8860
Principal: Jeri Wellman

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Utopia: Brave New Worlds*** that includes:

- Program Overview
- Lessons
- Resource List
- Bibliography

One for All; All for One

Junior High School — Grade 8

WHAT WE DO

In ***One for All; All for One*** students address the problems of racism, sexism, and ethnocentrism in our society, and discuss ways of changing this. The program examines and analyzes different attitudes toward the way men and women, boys and girls, and different minorities are depicted in literature and the media. This enables students to clarify, analyze, and reevaluate their own values relating to discrimination, ultimately motivating them to challenge the inequities in education and society.

The concept for this program was expanded from a highly successful pilot program. It evolved from combining a gifted class and remedial class, which met jointly for two periods each week. The program's results were outstanding, and included acknowledged feelings of higher self-esteem, especially among the low-achievers, more classroom participation, greater output of work, a higher quality of work, improved social skills, and a feeling, among students, of learning to work collaboratively and learning from one another.

The specifics of the program involve studying the relationship between literature and history. For example, the plight of the migrant worker is analyzed in John Steinbeck's *Of Mice and Men*. We also study migrant history at the same time. We use this method to study many different problems of ethnicity, racism, and sexism, both as they are depicted through literature, and as they are defined in history.

Student activities involve groups preparing a research paper on different aspects of migrant workers; writing letters to corporations objecting to their use of stereotyping in advertisements; and writing non-stereotyped group advertisements in place of stereotyped ones.

More Information

Donna Turian
I.S. 74 CSD 26
61-15 Oceania Street
Bayside, N.Y. 11364
(718) 631-6800
Principal: Michael W. Shyman

In addition, students correspond with pen pals in Japan. Additionally, they submit articles to *Newsday*'s page for children, allowing them to become concerned citizens reacting to problems through a public forum.

HOW THIS PROGRAM STARTED

The overall purpose of this program is not only to cultivate an increased sensitivity towards individual differences, but also a respect for others' ideas. Some goals include helping the students to become independent learners, critical thinkers, and problem solvers. To do this, students must learn the basic information necessary to act on a problem. In addition, students clarify, analyze, and reevaluate their own values relating to stereotyping.

Donna Turian also taught English as a Foreign Language in Israel, the Central Queens YM-YWHA, and to adults in the High School Equivalency Program. She authored articles in the texts *First Language Attrition* (ed. Seliger and Vago, Cambridge University Press: 1991) and *Reaching the Gifted* (Board of Education, City of New York: 1983). Turian's programs also received recognition and awards from the Elaine Goran Newman Memorial Award in Linguistics, Facing History and Ourselves, and Community School District 26.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***One for All; All for One*** that includes:

- Course Outline
- Lessons
- Samples of Student Work
- Resource List
- Bibliography

Developing an Appreciation for Others

High School — Grades 9 - 12

WHAT WE DO

Developing an Appreciation for Others is a program designed to help high school students develop a greater understanding of others by focusing on positive qualities particular to different ethnic, cultural and age groups in a pluralistic society.

This program is a response to the wave of "hate" crimes across America the last few years. Americans of every color, creed, gender, and sexual orientation have been subject to random violence and bigotry.

The program consists of 15 lessons that focus on societal problems and human rights such as: homelessness, education, stereotyping the elderly, the NIMBY (Not In My Back Yard) syndrome, free speech, and others. Each lesson presents a balanced perspective of the problem, asks thought provoking questions, and suggests activities ranging from letter-writing and interviewing to ways of discussing the issue. Guest speakers and outside information are both encouraged. The lessons are designed to bring together diversified groups of people in order to break down cultural bias.

The program shows that a pluralistic, culturally diverse society is indeed a very rich society because of the unique contributions in many areas that different groups can make.

HOW THIS PROGRAM STARTED

Developing an Appreciation for Others grew out of Blyth's after school Intergenerational Computer Club and a need to provide students with another course to meet their community service requirement. Over the last four years, Blyth has tested and refined strategies and materials that teach reading and writing skills through social issue subject studies.

Blyth is the author of *Mystery Writer's Club* (McGraw Hill/Random House, New York: 1988), the *RCT English Writing Practice Book*, (New York City Board of Education: 1987), and three computer programs, "The Decision to Smoke," and "Creative Writing through Word Processing, Volumes I and II," (Intellimation: 1991). He placed first in the Apple Computer Clubs Merit Competition in 1987 and 1988.

"I have witnessed students make cognitive and behavioral changes in the way they view peers and senior citizens. Students became more respectful of their classmates, an attitude that was apparent even after the course was over," says Blyth.

More Information

Michael J. Blyth
Concord High School
109 Rhine Avenue
Staten Island, N.Y. 10304
(718) 447-1274
Principal: Michael Mirakian

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Developing an Appreciation for Others*** that includes:

- Program Overview
- Instructional Outlines
- Lessons
- Student Work Samples

Celebrating Diversity

High School — Grades 9 - 12

WHAT WE DO

Celebrating Diversity links class members to the community, using a variety of activities to reinforce the strength of cultural and language diversity. Students accept and celebrate their differences, gain an awareness of their many similarities and develop and reinforce mutual and self-respect. They learn that through their differences, they share much in common.

The purpose of this program is to expose the students to a broad base of languages and cultures, and create a climate of harmony. We provide linguistic and humanistic exercises involving students of many ethnic backgrounds. This idea emerged from The International Club, sponsored by the late Assistant Principal, Adele S. Farella, with the purpose of broadening our students' social, intellectual, and humanitarian experience through a variety of activities that benefit the school, the community, and most important, the students. Student activities are diverse, and include visits to community nursing homes, trips to the United Nations, lectures by adults from different cultures, and hosting an annual International Festival as a salute to America's cultural diversity. Other activities include participating in special museum exhibits, art exhibits, plays, opera, ballet, and multicultural conferences.

More Information

Robin Katz and
Tina Samse
New Dorp High School
465 New Dorp Lane
Staten Island, N.Y. 10306
(718) 667-8686
Principal: Elizabeth Sciabarra

HOW THIS PROGRAM STARTED

Robin Katz and Tina Samse teach French and Italian languages respectively and collaborated on developing the ***Celebrating Diversity*** program. Using Gertrude Moskowitz's text, *Caring and Sharing*, as a guide, Katz and Samse formed lessons to use with students in cooperative learning groups. "Our program aims to provide students from diverse ethnic, racial and religious groups a way to better understand each other and create mutual and self-respect," explains Katz.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Celebrating Diversity*** that includes:

- Program Overview
- Activities

BEST COPY AVAILABLE

Rapping the First Amendment

High School Social Studies — Grades 11 and 12

WHAT WE DO

Yo! Peep this! (May I have your attention?) ***Rapping the First Amendment*** is a program designed to make the First Amendment to the Constitution memorable by using a mnemonic device—rapping. The program, ***Rapping the First Amendment***, is an opportunity to make the First Amendment truly vibrate. What do you encounter when you try to teach the First Amendment? Students daydreaming? Do they envision having to study Supreme Court cases and meaningless history that does not relate to the 1990's?

The acronym RAPS (Religion, Assembly, Press and Speech) helps students remember the First Amendment. It also refers to rap music, a topical example of testing First Amendment rights. Rap music is to some the official chronicle of the urban experience. It is no longer only an African-American phenomenon. Rap is making up rhymes to beats and talking about current trends and events. Some Rap artists have a social awareness or consciousness. Teachers can *use* this style, the rat-a-tat staccato of the urban street rapper to make the First Amendment's issues relevant and remembered.

Any tip (topic of discussion) is fly (fine) and I'll tell you why. First Amendment issues are ones faced daily! We depend on television, radio and press for news; we speak out, we protest, we assemble, we write letters, we use the phone, and we worship, or don't. Censorship of the arts by the government is another First Amendment issue. You can start with the day's news. Let your students start identifying First Amendment issues and ask them to put them into a rap. Don't worry about "frontin'." It is easy to do. After all, rap is just another type of poetry. Introductory lessons deal with individual civil liberties, and the politics of these rights. Students ask, "What political rights do citizens have? What does the First Amendment mean to me?"

You don't need a computer or software.
You don't need a VCR.
You don't have to be able to read music.
You let the students do all the work.
What is more American than the rights we usually take for granted?
What do students talk about?
2 Live Crew, Hammer, Madonna.
What do teachers talk about?
Burning the flag, separation of church and state, censorship.
Rapping the First Amendment combines them both.

More Information

Steve Mantovani
Newtown High School
48-01 90th Street
Elmhurst, NY 11373
(718) 592-4300
Principal: Philip Eng

HOW THIS PROGRAM STARTED

Steve Mantovani has found that the program is a nice change of pace from traditional lessons. "It puts students in creative control of their learning and answers the fundamental question, 'What does the First Amendment mean to you?'" says Mantovani.

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Rapping the First Amendment*** that includes:

- Program Overview
- Lessons
- Sample Raps
- Selected Cases
- Bibliography

Civic Improvement Projects

High School — Grade 12

WHAT WE DO

Civic Improvement Projects allows each student to select their own neighborhood problem to work on. First, students document a problem, for example, how to inventory the debris, photograph the missing handrails, map the broken street lights, measure the potholes, sketch the intersections, log pedestrian traffic, interview neighbors, make effective phone calls and keep a phone log, circulate a petition, or use municipal records to trace property ownership. Students learn to identify all their political representatives, from community boards to Congress. Students write invitation letters, complaint letters about library closings and rodents, follow-up letters, requests for sewer maps, and thank you letters.

Students then learn how to work within their community. Each student must attend at least one meeting of a neighborhood group, seeking support and writing essays about their experience. They visit community boards, precinct councils, sanitation hearings, church groups and block associations. Meanwhile, they are compiling a history of their block, drawing on primary and secondary sources. Using their contacts, they collect old photographs and newspapers, interview elderly neighbors, and make videotape tours of their neighborhoods. Finally, they assemble all their work, and write a summary of their accomplishments and problems. One added benefit of this program is beginning to solve, and sometimes actually solving, real community problems. This year, a seventeen year old Bronx girl put together a bona fide tenants' association where there had been none.

More Information

Philip Panaritis
Division of High Schools
Herbert H. Lehman High School
3000 E. Tremont Avenue
Bronx, N.Y. 10461
(212) 892-9926

HOW THIS PROGRAM STARTED

"My program appeals to students because it capitalizes on the intrinsic interest most kids have in family, neighbors, buildings and why things are the way they are," states Philip Panaritis. ***Civic Improvement Projects*** is a synthesis of his work teaching business, health, ESL and social studies courses in schools in Alaska, Hawaii and Arkansas. Panaritis was a faculty member of Teach for America (TFA) last year and edited the *TFA Journal*. [NB: Panaritis transferred to the Bronx High School Superintendent's Office in January of 1992.]

WHAT MATERIALS ARE AVAILABLE

Upon request to the program disseminator, you will be sent a packet of material to help you start up ***Civic Improvement Projects*** that includes:

- Program Overview
- Instructional Strategies
- Discussion Topic List
- Lessons
- Student Evaluation

Grant Review Committee Members

Phyllis Beinstein ..... P.S. 81 CSD 10
Vincent Bono ..... New Dorp H.S. Staten Island
Zina Burton ..... CES 11 CSD 9
Michael J. Carr ..... New York City Public Schools
Marilyn Dixon ..... P.S. 36 CSD 5
Barbara Ann C. Ellis ..... P.S. 14 CSD 31
Ellen Goldstein ..... Intrepid Sea-Air-Space Museum
Michael Haas ..... South Shore H.S.
Clara M. Kodah ..... CES 11 CSD 9
Kathleen LeFevre ..... Citywide Programs D. 75
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Lenore Roseman ..... Beach Channel H.S.
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Marilyn Siegel ..... P.S. 9 CSD 3
Donna Turian ..... I.S. 74 CSD 26
Nina Wasserman ..... P.S. 131 CSD 15
Eliot Weiss ..... Edward R. Murrow H.S. Brooklyn
Patricia Suarez-Weiss ..... The Lab School CSD 2
Roberta Wheeler ..... P.S. 143 CSD 24
Jill Williams ..... P.S. 163 CSD 3
Richard Woltz ..... I.S. 246 CSD 17
Peggy S. Wyns ..... P.S. 131 CSD 15
Anne Yerger ..... JHS 22 CSD 1

We also extend our appreciation to the Fund for the City of New York for hosting this year's IMPACT II Grant Review Committee meeting.

Participating Teachers

Adamsky, Carol 22
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Asaro, Mario 8
Baker, Nicki 19
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IMPACT II

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